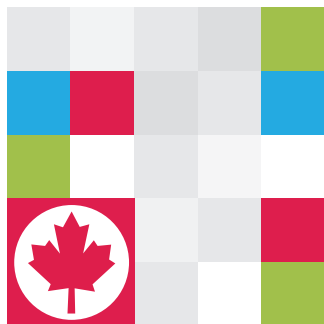




Education International  
Internationale de l'Éducation  
Internacional de la Educación



UNITE FOR QUALITY EDUCATION  
Better education for a better world

# Resolutions

Education International 7<sup>th</sup> World Congress

**OTTAWA 2015**





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## SECTION 1 – The achievement of the right to quality education for all people through publicly-funded and publicly-regulated systems of education

### PRIVATISATION AND COMMERCIALISATION IN AND OF EDUCATION

The 7<sup>th</sup> Education International (EI) World Congress  
meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Reaffirming** that education, from early childhood education through higher education, is a fundamental human right and a public good, and that its provision is the principal responsibility of governments, including the duties of the State to define the goals and objectives of education systems of quality and to adequately finance them, and to do this in consultation and negotiation with representatives of teachers' unions ;
2. **Noting** that privatization in and of education, in its many forms and arrangements, is a fast-growing global trend with various, and often negative, consequences for teachers, education support personnel, students and society as a whole.
3. **Noting** with concern the increased engagement and promotion of private actors in education governance (provision, funding, management and policy-making), coupled with major challenges in terms of educational access, equity and quality, and the lack of political commitment to the provision and financing of public education systems in many low- and middle-income countries;
4. **Deploring** the fact that in many countries, governments have abrogated their core responsibility to ensure the right to education for all through a fully accountable free quality public education system, and are increasingly turning to, or partnering with, or subsidising private actors to deliver education;
5. **Regretting** that international and national organizations, corporations, think tanks, NGOs, other private actors and governments alike, are promoting, proselytizing and introducing different forms of privatization and commercial provision of education services;
6. **Observing** that education privatization and commercialization, has created and exacerbated, inequalities in access to, and in the quality of, education, particularly for the socio-economically disadvantaged; and that wealth, gender, ethnic and geographical inequalities are deepened by privatization in and of education, further marginalizing and excluding groups from access to and participation in education;
7. **Observing** that market-based reforms may force schools to compete with each other instead of collaborating, and lead to stratification, segregation and further inequality within education systems;
8. **Considering** that private schools and forms of Public-Private Partnerships may divert funding and support for public schools, thus weakening public school systems, particularly in contexts where government spending on education is already low;
9. **Acknowledging** that 'cost-efficient' measures in education may result in increased class sizes; a

reduction in services provided for children; the use of unqualified teachers; the casualization of the terms and conditions of employment of education personnel, which are detrimental to the quality of education services. ;

10. **Noting** that low-fee private schools, and other private providers, and some forms of Public- Private Partnerships, frequently employ personnel who lack training and/or qualifications, or pay them much lower salaries than those earned by teachers employed in public schools, or deny them freedom of association and collective bargaining rights;
11. **Observing** that new public management methods, such as performance-based pay schemes, often part of privatization policies, alter the working conditions of education personnel and undermine their professional status and rights ;
12. **Affirming** that teachers', higher education workers' and education support personnel's rights to decent working conditions, high quality training, fair recruitment and employment, and quality professional development must be guaranteed;
13. **Noting** that public management, commercialisation and privatisation practices are already well established at both national and international level in many parts of the further and higher education sector with extensive international trade, subsidisation of private actors and intense competition for fee paying students. These have had well established negative consequences for access, social equity, staff working conditions, academic freedom and collegial decision-making."
14. **Affirming** that education unions, as representatives of education workers, are critically important in ensuring that the potentially negative effects of privatization and commercialization in and of education are exposed and addressed;
15. **Referring** to the EI Policy Paper on Education adopted by the 6th World Congress in 2011, and the Multi-Stakeholder Partnerships in Education Protocol, based on recommendations from the EI Taskforce on Public-Private Partnerships in Education, adopted by 34th EI Executive Board meeting in 2009;
16. **The 7th World Congress:**
  - a. **Urges** governments to recognize education as fundamental for social development and justice, and, therefore, protect the public education sector from privatization and commercialization;
  - b. **Calls** for a concerted effort from EI and its member organizations to advocate for the full realization of the right to free quality public education and for equitable employment rights for education personnel in the private and the public sector;
  - c. **Requests** EI member organizations to closely monitor emerging education privatization policies and the effects of privatization and commercialization on education systems, as well as their impact on students, teachers, educators and education support personnel, and to advocate and mobilize against attempts to privatize and commercialize public education;
  - d. **Urges** EI member organizations, in accordance with their statutes and rules of procedure, to organize and defend the rights of teachers and education support personnel in the private and the public sector.
17. **Mandates the EI Executive Board:**
  - a. To collect, publish and disseminate with the support of member organizations, evidence on the activities of private actors in the promotion and implementation of privatization and commercialization policies and practices and the outcomes of their activities;
  - b. To develop a global response strategy to ensure governments fulfil their obligation to free, quality public education and counter the influence of private actors in education, especially where their activities in education have a negative impact on access and exacerbates inequities within education systems;
  - c. To launch a global campaign that engages EI affiliates and allies to respond to the growing outsourcing to, and involvement of, private actors in education-related activities and services that negatively impact on teaching and learning;
  - d. To provide tools and resources which strengthen the capacity of affiliates to mobilize effective campaigns to make all policy-makers, international organizations and other actors fully aware of



the detrimental consequences of different forms of education privatization and to advocate for the protection of public education against marketization and commodification;

- e. To establish an EI Task Force on Privatization and Commercialization of Education including a representative of the further and higher education sector in order to guide, inform and monitor this work and to continue to develop EI's policy on the privatization and commercialization of education;
- f. To encourage all EI member organizations to engage and mobilize their memberships, and allies in communities and civil society, in a pro-active campaign to defend public education and against attempts to privatize and commercialize education.

## QUALITY ENVIRONMENTS FOR TEACHING AND LEARNING

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### **Recognising that:**

1. the quality of teaching and learning is enhanced by an environment which is supportive and ensures the safety and health of learners and teachers;
2. education systems should provide environments which are supportive, comfortable, safe and secure;
3. teaching and learning is most effective when it takes place in such environments;
4. those working in education institutions and those learning in them should have their safety and security assured by the institution and by public authorities and governments;
5. poor quality teaching and learning environments inhibit the delivery of high quality education services;
6. there is a huge disparity between the environments in which education is provided in countries across the globe;
7. there is a need to establish minimum standards for safe, secure and supportive environments for teaching and learning;
8. although there are some references in the ILO/UNESCO Recommendation on the Status of Teachers, the inter-governmental organisations generally have failed to establish appropriate detailed standards.

#### **Declares that every student should be educated in:**

9. a caring environment which encourages and nourishes the physical, emotional and intellectual development of students and promotes good physical and mental health;
10. an environment which protects students, teachers, school leaders and education support personnel from physical violence or emotional or mental trauma;
11. an institutional ethos which values peace, mutual respect, tolerance and democratic principles;
12. an institution which takes measures to oppose and prevent discrimination, especially discrimination based on gender, race, personal characteristics, such as disabilities, ethnic origin, religion, sexual orientation, gender identity or gender expression;
13. an environment, in which the infrastructure and architecture reflect and reinforce inclusive social values and the natural features of the surrounding environment;
14. a physically comfortable environment which provides students, teachers and education support personnel with shelter from the elements, protection against risks to their health, sufficient physical space and appropriate sanitary facilities, separate for boys and girls, but respecting and granting always gender diversity and identity to each person, as well as other services, like water and electricity ;

15. a classroom environment which is not over-crowded, and in which the number of students is appropriate to the learning needs of the students, with appropriate reductions in the maximum number of students in a classroom based on the subject being taught, the age and other characteristics of the students, and the level of education in which the students are participating;
16. an environment which is inclusive and accessible to all students, teachers and education support personnel;
17. a classroom environment which contains all of the necessary education materials and equipment to deliver a modern curriculum;
18. an environment in which there is access to the internet, subject to appropriate controls, and open and free access to useful online educational materials and documents;
19. a school environment which has facilities or good access to such facilities for physical education, both indoor and outdoor, and for the teaching and learning of specialist subjects such as science and the arts;
20. a school environment which has indoor facilities to cater for different pedagogical approaches, including working in groups and other forms of cooperative learning;
21. an institution which provides appropriate textbooks and other learning materials for students;
22. an institution which has library facilities or good access to such facilities, enabling access to a variety of virtual and hardcopy texts and materials that reflect the different realities experienced by students and contribute to promoting a more open-minded approach to these realities ;
23. an institution which has comfortable and secure facilities to encourage interaction between staff;
24. an institution which has catering facilities or good access to such facilities to provide students with appropriate meals;
25. a supportive and welcoming environment, which facilitates the school community and parents, in particular, engaging with the students and teachers;
26. an institution which has adequate office and working space for administrative and other education support professionals.

#### **Mandates the Executive Board:**

27. to develop the definition of standards for supportive, comfortable, safe and secure environments for teaching and learning and include them in the appropriate policy documents;
28. to pursue the application of such standards at national and international level;
29. to advise member organisations of relevant standards and regulations issued by the ILO and UNESCO; and
30. to urge affiliates to call upon their governments to adopt and monitor the implementation of the UN Convention on the Rights of the Child in their jurisdiction;

#### **Demands that**

31. the ILO/UNESCO Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel be revised to include further and more specific recommendations on appropriate teaching and learning environments;
32. the inter-governmental organisations, including the ILO and UNESCO, define standards for quality teaching and learning environments, including infrastructure, for education institutions; and
33. such standards be prescribed within a regulatory and enforceable framework.

## PROMOTING VOCATIONAL EDUCATION AND TRAINING (VET) - QUALIFYING YOUNG PEOPLE

**The 7<sup>th</sup> Education International (EI) World Congress  
meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

### **Recognises that:**

1. The economic and financial crisis, far from being resolved, makes it necessary to provide all young people with quality training. Vocational education and training (VET), comprising technical vocational education and training (TVET), following ISCED 2011 which includes TVET into VET, must lead to a recognised degree issued by the public education system of each country, without restrictions on the labour market from one region to the other.
2. For this purpose, all countries must devote adequate resources to develop VET to the same extent as other educational opportunities of high level.
3. The resolution “The 6 Essential Points to Strengthen vocational education and training” (5th World Congress, 2007) is still very relevant and should be given due prominence in the public education policies of every country.
4. Modern VET systems should factor the right of young people to choose their vocational training freely. States should work to prevent early school leaving without any degree and promote the integration of all young people, regardless of their social condition, origins or gender.
5. VET should promote the inclusion of young people with disabilities by providing the necessary human and technical resources.
6. All young people with vocational degrees must be allowed to access vocational training at higher education level. VET must pave the way for lifelong learning.
7. We know that in countries which prioritised VET young people have better withstood the consequences of the economic and financial crisis, as evidenced by lower unemployment rates. We believe that VET is an important key to resolving the crisis. In order to reduce unemployment of young people, we should promote high-quality VET!
8. VET should guarantee employability for the longer term and should offer not only specific vocational training but also general fundamental knowledge and skills, and should include opportunities for apprenticeship or work-based learning under the supervision and responsibility of the school or education institution.
9. Access to new technologies should be guaranteed for all. The knowledge and skills acquired through information and communication technologies should include awareness of their benefits but also of their potential dangers.
10. High-quality VET requires specific, highly-qualified teachers and/or trainers. They are entitled to decent salaries and good working conditions to perform to the best of their abilities.
11. VET should promote education for sustainable development of the globalised economy.
12. Young people in VET should also be exposed to other living and working environments. To that end, international exchange programmes should be further developed within VET.

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Recalls** the importance of quality education for shaping the future (2011 policy paper and 2013 campaign) ;
2. **Promotes** the need for inclusive education and provides appropriate services adapted to the needs of children in difficulty;
3. **Promotes** improvements to the quality of education, coupled with trained teachers;
4. **Notes** that ambitious programmes (EPT and goals for 2015) helped to considerably increase the number of children enrolled in preschool and primary education;
5. **Notes** that more and better trained teachers and smaller classes contribute to improve student success in education;
6. **Affirms** that the number of enrolled students and the duration of schooling must not lead to underestimating another aspect, that of their success;
7. **Affirms** that it is therefore necessary to provide assistance for students with educational difficulties given that they will face many obstacles during their schooling;
8. **Is concerned** about the number of students leaving school after several years of schooling while still not having mastered the skills required to enable them to communicate, to be autonomous, and to pursue schooling in a secondary education establishment in good conditions.
9. **Considers** that, in certain countries, the excessive medicalisation of such difficulties is not an appropriate solution given the risk of locking children into their difficulties and the fact that it is not accessible for all families;

#### The 7<sup>th</sup> World Congress decided that EI will:

10. **Organize** initiatives (seminars, conferences, highlighting researchers' work, etc.) at different levels (global, regional) in order to identify educational difficulties prevention schemes and educational difficulties remediation methods, for the purpose of ensuring that educational difficulties do not become permanent;
11. **Draw** upon the post-2015 education goals in order to ensure that this resolution is brought to a successful conclusion
12. **Urge** affiliates to require their governments to:
  - a. act in order to ensure that prevention and remediation schemes are implemented in all schools;
  - b. train teachers to identify educational difficulties as soon as possible and to provide all the assistance they are able to provide;
  - c. train specialized teachers who are able to intervene when educational difficulties are too great to be resolved by the class' teacher.



## EARLY CHILDHOOD EDUCATION

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Reaffirming** the 1998 EI Congress in Washington resolution on early childhood education (ECE) and the activities of the EI ECE task force as decided by the 2007 EI Congress in Berlin and 2011 in Cape Town;
2. **Recognizing** that the ECE task force has been a major and important step forward to improve accessibility and quality of ECE as well as initial education and working conditions of ECE teachers worldwide;
3. **Observing** the reports, policy papers, advocacy, conferences and solidarity projects on ECE as outcomes of EI and the EI ECE task force work;
4. **Noting** in September 2015 the UN General Assembly is likely to pass a Post-2015 sustainable development programme including ECE. This action provides a solid platform for development and improvement of quality education and lifelong learning for all reaching from ECE and onwards;
5. **Recalling** that the privatisation and commercialisation of early childhood education services is a growing worldwide trend;
6. **Considering** that there is still very little documentation on the effects of privatisation on early childhood education at the international level;
7. **Convinced** that early childhood education is an important defence against the proliferation of child labour in several countries and regions of the world;
8. **Pointing** out that early childhood education is still not considered a universal right in several countries;
9. **Taking** into account the disparities in working conditions in the early childhood sector around the world by which basically female professionals are affected;
10. **Considering** that the International Labour Organisation's (ILO) Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel are not yet familiar to all the key actors involved in early childhood around the world.

### The 7<sup>th</sup> World Congress:

11. **Urges** EI to adopt the new opportunities the Post-2015 education goals present. Future progress on ECE requires support and new organizational initiatives from EI.
12. **Calls** for an organized approach in view of the recent ILO policy guidelines on the Promotion of Decent Work for Early Childhood Education Personnel. EI, the EI Regions and the member organizations must manage the necessary follow up work to secure the implementation of the guidelines. Also, acknowledge the UNESCO action agenda on the reinforcement of effective ECE programme delivery as outlined in the 2010 Moscow Framework.
13. **Recalls** that ECE is a battlefield for privatization and commercialization. Capital funds recognize ECE as an object of investments with promising big profits. Marketization of ECE to a commodity will prevent equality and social justice and holds the potential to intrude other sections of public education.

### Mandates the EI Executive Board:

14. To establish an ECE Advisory Body in conformity with the EI Constitution article 14. The purpose of the ECE Advisory Body is to:
  - a. coordinate and organize activities, share knowledge and experiences;
  - b. promote research on ECE and, in particular, on a play based curriculum;
  - c. continue research into the causes and consequences of the privatisation and commercialisation of early childhood education around the world;
  - d. promote the ILO's Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel;

- e. improve initial education, continuous professional development and decent working conditions for ECE teachers.

## FOR LANGUAGE DIVERSITY

**The 7<sup>th</sup> Education International (EI) World Congress  
meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

### Whereas:

1. education is crucial for uniting nations and bringing together individuals through understanding, solidarity and cooperation and is therefore vital to community life;
2. all languages convey values and culture and all forms of social interaction are established through them;
3. linguistic diversity must be preserved and enriched in order for cultures to meet and interact: this is a crucial challenge for world peace;
4. there is no hierarchy of cultures.

### The 7<sup>th</sup> EI World Congress recommends that:

5. in the Executive Board and the various regional committees, the expertise of campaigners invited to take part in meetings must be given precedence over their proficiency in languages,
6. members lobby their governments:
  - a. to preserve linguistic diversity in education systems as this is also a means of preserving the associated cultures;
  - b. to make special efforts to ensure literacy and education for all – especially among women and girls – in their native language as well as in the official language if these are different;
  - c. to secure more teacher training in native and official languages where these are different;
  - d. to provide textbooks, software and any other educational resources published in these languages so that all pupils may be taught them;
  - e. to fight linguistic discrimination in educational settings.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT

**The 7<sup>th</sup> Education International (EI) World Congress  
meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

1. **Considering** that there is an urgent need to stabilise the world's environmental situation, marked by climate change at an unprecedented pace, a serious loss of biodiversity and the scarcity of water resources caused by human activity;
2. **Considering** also that a change of direction is needed in order to achieve a sustainable development model fit to meet present needs without endangering the capacity of future generations to meet their needs;
3. **Recognising** that education for sustainable development (ESD) is recognised in numerous intergovernmental agreements as being essential to implementing sustainable development ;



4. **Recognising** also that the Comité syndical francophone de l'éducation et de la formation (CSFEF) recommends the formal integration of sustainable development education and training in government strategies and action plans on sustainable development and would like ESD to play a major role in education, and be integrated as a cross-cutting theme in school and after-school programmes and activities.
5. **Recalling** earlier resolutions adopted by Education International, notably:
  - a) The Resolution on Education for Sustainable Development at the Fourth World Congress of Education International held in Porto Alegre, Brazil, in 2004;
  - b) The resolutions on education on climate change at the Sixth World Congress, held in Cape Town, South Africa, in 2011;
6. **Considering** that the United Nations Decade of Education for Sustainable Development (DESD) concluded, at the UNESCO World Conference on ESD in Aichi-Nagoya, Japan, with an invitation to governments to intensify efforts to strengthen the integration of ESD in education and training policies;

#### **The Congress urges States:**

7. **To take note** of the Aichi-Nagoya Declaration on ESD and implement its recommendations;
8. **To implement**, at their level, the Global Action Programme on Education For Sustainable Development as a means of ensuring their follow-up to the United Nations Decade of Education for Sustainable Development after 2014, as approved by UNESCO Member States, the aims and objectives of which are as follows:
  - a. Redirect education and learning such that everyone is given the opportunity to develop the knowledge, skills, values and attitudes required to be able to contribute to sustainable development;
  - b. Give a bigger role to education and learning in all action plans, programmes and activities aimed at promoting sustainable development.
9. **Congress encourages EI affiliated organisations to raise their members' awareness of environmental issues and take steps in order to :**
  - a) Integrate ESD into trade union action and demands;
  - b) Lobby governments to meet their responsibilities.

## **THE RIGHT TO EDUCATION FOR DISPLACED PEOPLE, REFUGEE AND STATELESS CHILDREN**

### **The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

#### **Notes:**

1. That many countries are engaged with sometimes recurring armed conflicts;
2. That, in some countries, civil wars create rifts based on ethnicity, religion or political affiliation;
3. That many individuals and whole families flee their country to be safe from the conflicts;
4. That of the world's 51.2 million forcibly displaced people, half are below the age of 18 years;
5. That statistical data compiled by the UNHCR confirm that conflict and persecution forced an average of 32,200 persons per day to leave their homes and seek protection elsewhere, either within the borders of their countries or in other countries;

6. That developing countries host 86% of the world's refugees and displaced people but often lack the resources or infrastructure they need to meet their needs, including access to shelter, water, food and clothing;
7. That the living conditions of such refugees are often catastrophic (camps set up by NGOs);
8. That displaced children are disproportionately at risk of forced labor, child marriage, sexual exploitation, violence and recruitment by armed militia;
9. That many displaced children are denied access to even the most basic levels of education;
10. That children born stateless, much like children who arrive in a foreign country after their parents' exile are generally particularly vulnerable as concerns their rights

#### **Further notes:**

11. That more than 100 years ago, the Red Cross established the right to healthcare in conflict zones; but the right of refugees to education has yet to be won;
12. That national governments have the primary responsibility for ensuring children's rights in displacement;
13. That displacement can last for years or a lifetime. In many instances, children who are displaced grow up without any education throughout their lives;
14. In a context where children are fleeing from conflict or natural disasters, education is too often seen as a "luxury" and not as a priority for displaced children;
15. That the success of Education International's Unite for Quality Education campaign depends upon national and international efforts to protect the right to quality education for the world's most vulnerable children, including refugee and displaced children.

#### **Believes:**

16. That education is a fundamental human right that should be accessible to all people including those displaced by conflict or natural disasters;
17. That education fosters understanding of and respect for others, and therefore plays an important role in preventing violence and conflicts;
18. That national governments and the international community should be explicitly obliged to ensure that this right is a reality for all children and young people;
19. That richer countries should contribute more to fulfill the spirit of their international commitments and obligations to meeting the needs of refugee and displaced children, including through the provision of access to education.

#### **Resolves:**

20. To continue to advance the ideals, aims and objectives of the EI Unite for Quality Education campaign in the interests of refugee and displaced children; ensuring that the problem of the language of schooling is not an obstacle for refugees;
21. To continue to provide support and assistance to member organisations in countries where there are large numbers of refugees and displaced children;
22. To maintain pressure on national governments and on international institutions to prioritise financial assistance for the education of refugees and internally displaced people, especially in states having a common border with a country in conflict and welcoming a very important number of them.
23. To work with affiliates, the UNHCR and other partner organisations to assist refugees in developing the skills and knowledge they need, and to plan activities and actions that promote self-reliance and sustainable peaceful coexistence.

## TRADE UNION ACTION TO COUNTERACT NEOLIBERAL POLICIES ON EDUCATION

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Reaffirms** EI's commitment to promote education as a fundamental right and a public good for all and to urge governments to be held accountable for their responsibility to provide free quality public education.
2. **Notes** with great concern the worrying developments that can be observed not only in Europe but also in other parts of the world about the expansion of neoliberal education policies under the pretext of dealing with the economic crisis. Budget cuts have resulted in a large reduction of public spending. In addition to that, privatisation and commercialisation of education services is a fast-growing global trend.
3. **Expresses** serious concerns about the increasing role played since 2011 by some international institutions such as the OECD, the IMF and the World Bank which keep on influencing the policies implemented in the education sector by national governments.
4. **Notes** that in the European region which is unique in terms of its supra-national institutions and structures, the Troika, which has no democratic legitimacy, interfered in the definition of educational policies and the planning of educational structural reforms. Austerity measures still advocated by most European governments in Southern as well as Central and Eastern Europe severely affect the quality of public education and access to it and undermine the working conditions, remunerations and pension of teachers and education personnel.
5. **Deploras**, at global level, the ongoing pressures on public education budget that inevitably lead to the degrading of the status of the teaching profession. It is unacceptable to see the promotion of values such as competitiveness and « entrepreneurship ». The evaluation of schools and the assessment of teachers and students are often used by educational authorities as tools to reinforce control over the teaching profession and educational systems, in particular through the use of performance related pay schemes. Education is not a commercial enterprise that can be traded for private economic gain. The schools of the future should not deliver students fragmented knowledge and basic skills aiming at a sole objective, the transition from school to labour market. They should contribute to the preparation of the citizens of tomorrow.
6. **Recalling** the 2011 EI Resolution « Trade union action against neoliberal policies and austerity plans in Europe » and the 2014 ETUCE « Resolution on the impact of neoliberal policies on education » which both call for coordinated and united action by member organisations for a free and public education for all without discrimination.

#### Mandates the EI Executive Board:

7. To develop global response strategies to counteract the impact of neoliberal policies on education.
8. To continue its work towards international organisations that operate in the field of education. This includes UNESCO, ILO, the Global Unions and the OECD among others.
9. To collect, publish and disseminate data and evidence on the working conditions and salaries of teachers and education personnel including merit pay and performance related pay schemes. By establishing a Taskforce or working group on working conditions and salaries, EI will be in the capacity of providing an in-depth report to its member organisations, in order to develop coherent strategies to improve the situation.

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Noting** that austerity policies are being stepped up throughout the world, under the aegis notably of the International Monetary Fund and the European Union, in order to respond to the demands of the financial markets, and that they are aimed at placing the burden of the debt on the shoulders of workers, who are not in any way responsible for the economic and financial crisis;
2. **Observing** that these policies are accompanied by a reduction in taxes on profits and on the rich, leading to shrinking tax revenues, depriving the public sector of resources;
3. **Noting** that these policies translate into massive budget cuts that have a disastrous effect on Education, and that the private sector is playing an increasingly bigger role in public education;
4. **Observing** that these policies have resulted in many countries in the dismissal of teachers, on a massive scale in Greece for example, and that teachers are in an ever more precarious situation;
5. **Observing** that the salaries of Education personnel are under attack, that the introduction of performance pay creates inequality and that the advantages given to some come at the price of pay reductions for the vast majority of staff;
6. **Noting** that working conditions are becoming more and more difficult with ever more overcrowded classes;
7. **Noting** also that job stability is no longer guaranteed for millions of teachers, which is in violation of:
  - a. The 1966 ILO/UNESCO Recommendation: *"OIT/ UNESCO de 1966 :« Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and should be safe-guarded even when changes in the organisation of or within a school system are made; »*
  - b. The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel: *«Security of employment in the profession, including tenure or its functional equivalent, where applicable, should be safeguarded as it is essential to the interests of higher education as well as those of higher-education teaching personnel; »*
8. **Reaffirming** that it is vitally important that teachers enjoy high status not only because of the quality of education itself but also for the progress of all societies (EI Washington Congress);
9. **Expressing** its solidarity with all our colleagues and their trade unions who are fighting to defend their demands and their rights, to protect their democratic and social achievements, for the right to education, training and to work, for the right to jobs protected by collective agreements and statutes, often forced into strike action;
10. **Noting** that these attacks are aimed at destroying the rights that workers and democrats have fought for, for over a century, at the national and international level;

#### The World Congress therefore:

11. Mandates the Executive Board, in cooperation with member organisations, to:
  - a. **Denounce** austerity plans, which are having a devastating effect on Education and youth, and fight against the growing precariousness of the education profession, to put an end to the dismissals
  - b. **Press** for the creation of programmes to strengthen or rebuild the public sector instead of « rescue plans » and structural adjustment programmes
  - c. **Defend** and strengthen the recruitment of Education personnel on a permanent employment basis guaranteed by statute, and take action to ensure security of tenure for all education personnel in a precarious situation.



## 12. Mandates the Executive Board to:

- a. **Set up** a campaign to defend security of tenure for teachers guaranteed by a statute.
- b. **Press** for the above demands by vigorously lobbying the relevant intergovernmental organisations, such as UNESCO, UNICEF, ILO, OECD, the World Bank and the IMF, and ensuring that they make these demands known to the whole world, and regularly publish reports on the progress made in meeting these demands.

This should be done in order to ensure that the above recommendations are respected and that the quality of Education takes precedence over economic returns.

## STOP TTIP, TISA, CETA, TPP AND OTHER SIMILAR TRADE AND INVESTMENT AGREEMENTS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>st</sup> to 26<sup>th</sup> July 2015:

1. **Reaffirms** EI's longstanding opposition to multilateral, plurilateral, regional and bilateral trade agreements which seek to commercialise and privatise public services, including education.
2. **Expresses** grave concerns about the new wave of trade and investment agreements which are currently being negotiated by national governments and supra-national bodies such as the European Union (EU). These agreements include the EU-Canada Comprehensive Economic and Trade Agreement (CETA), the EU-US Transatlantic Trade and Investment Partnership (TTIP)<sup>1</sup>, the Trans-Pacific Partnership (TPP) and the Trade in International Services Agreement (TiSA), which involves 23 members of the World Trade Organisation (WTO) (including the EU as one).
3. **Believes** these trade and investment agreements will have far-reaching implications for the world economy, particularly as they are being promoted as benchmarks for future deals.
4. **Recognises** that developing countries are likely to be more adversely affected by rules of trade and investment agreements that limit and prevent the establishment and expansion of public services, including education.
5. **Condemns** the lack of transparency and proper democratic oversight and the fact that representatives from the poorest countries of the world are excluded completely from these negotiations.
6. **Recognises** that these agreements seek to go far beyond traditional tariff reductions by imposing constraints on what governments can do behind their national borders, including the promotion of regulatory coherence and convergence across countries irrespective of national priorities.
7. **Believes** these agreements pose direct threats to the provision of quality public services, including education, in particular through restricting governments' capacity to regulate in the public interest, encouraging further liberalisation of services and expanding the rights of multinational corporations.
8. **Further believes** that the application of corporate-dominated agreements will negate national legal sovereignty and undermine workers' rights and social and environmental standards.
9. **Remains** unconvinced by official claims that these trade and investment agreements will lead to more jobs and improved economic benefits for working people, and that any economic gains that do arise will be distributed unequally and be outweighed by the costs to working people and their families.
10. **The Seventh World Congress of Education International is particularly concerned about the following elements within trade and investment agreements:**
  - a. **Investor State Dispute Settlement (ISDS):** a business-friendly arbitration panel which would allow foreign corporations to sue sovereign states, where an action of an elected government or

<sup>1</sup> In the United States the EU-US trade agreement is known as the Trans-Atlantic Free Trade Area (TAFTA) rather than TTIP.

sub-central authority, or an entity exercising delegated authority such as a licensing and funding agency, taken in the public interest curtails the corporations' investor rights .

- (i) Existing trade agreements' ISDS mechanisms that are routinely used and abused by multinational corporations to challenge legitimate public policies.
  - (ii) Potential for use of investor protections and ISDS to lock countries into neoliberal policies of privatisation, public-private partnerships, charter schools, voucher systems, student loan schemes and similar market models of public services, especially education.
  - (iii) The drain to taxpayers from paying foreign corporations large sums of public money as compensation in ISDS settlements, calculated by assessing the corporations' lost expected future profits.
- b. **'Negative list'** approach: all services including education, will be open to liberalisation unless a specific exclusion is entered for them by the parties involved.
  - c. **'Ratchet clause'**: a device to ensure parties automatically bind any autonomous liberalisation. This means that if a government were to experiment with liberalising the education sector in whole or in part, future governments would be unable to undo this without paying significant compensation.
  - d. **Regulatory cooperation and coherence** – the establishment of new technocratic processes for policy making, overseen by regulatory bodies with power to monitor the implementation of regulatory commitments to criteria, processes and review, and to propose the development of future regulations.
  - e. **Labour rights**: the failure to include effectively enforceable rules to protect and improve the rights of workers and employees – for example, a binding labour rights chapter based on ILO Core Conventions.

### The Seventh World Congress of Education International:

11. **Welcomes** the contribution and support of national EI affiliates to campaigns on trade and investment agreements.
12. **Welcomes** the work done by EI, ETUCE and other EI regions to co-ordinate campaigns and lobbying on trade and investment agreements.
13. **Welcomes** the campaigning and lobbying done by EI, ETUCE and other EI regions to highlight the potential dangers posed by TTIP, CETA, TPP and TiSA to public education systems, while noting the difficulties in securing clear and unambiguous exemptions for education, particularly in relation to adult, higher and vocational education.
14. **Notes** the dangers of being presented with a fait accompli in the form of inadequate, unacceptable agreements that workers and citizens have had no chance of influencing or amending and where time will make it difficult to mobilise opposition.
15. **Recalls** that previous attempts to enshrine the investor rights of multinational corporations - for example, the Multilateral Agreement on Investment (MAI) in the late 1990s - were defeated partly as a result of popular pressure.
16. **Calls** on the EI Executive Board to adopt a clear position of principled opposition to TTIP, CETA, TPP, TiSA and other similar trade and investment agreements, and to the inclusion of ISDS in other agreements such as Bilateral Investment Treaties (BITs), whilst continuing to lobby and campaign for agreements that promote decent jobs and growth, protect quality public services and safeguard labour, consumer, environmental and health and safety standards.

Congress, furthermore, **mandates** the Executive Board:

17. To raise the awareness of EI members of the relevance, impact and importance of trade and investment agreements to the work of national organisations representing education workers.
18. To ensure that trade and investment agreements are a key part of the agenda for the EI task force or working group on Privatisation and Commercialisation of Education.
19. To work with global union federations, the International Trade Union Confederation (ITUC) and non-governmental organisations in campaigning against detrimental trade and investment agreements,

including proposals emanating from the WTO.

20. To push for alternative trade and investment policies which fully respect states' obligations under international law and in their constitutions and domestic law to human rights, including the right to education, and that stimulate job-based growth, provide decent work, respect Indigenous peoples' rights, raise the living standards of all peoples, and ensure environmentally sustainable development.
21. To campaign to require that all pending and future trade agreements should be subject to a vigorous and transparent regime of scrutiny and consultation, ensuring that they are of benefit and acceptable to the millions of people affected by their content, in all countries covered by the agreement.

## TOWARDS THE ESTABLISHMENT OF A MULTILATERAL LEGAL FRAMEWORK FOR SOVEREIGN DEBT RESTRUCTURING PROCESSES

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Observing** that the sovereign debt crisis constitutes a recurrent problem, generating negative political, economic and social consequences including cuts in the funding of public education; and that the processes for restructuring said debts are increasingly more frequent in the international financial system.
2. **Observing** with concern that certain developing countries with low and medium income continue to experience difficulties in finding a lasting solution to their external debt, which could have a negative impact on the mobilisation of public debt resources.
3. **Taking** note that it is important for countries that intend to pursue their own path to development to be able to restructure their debt as a crisis management and forecasting tool, as well as to prioritise productive investment and the increase of resources to support social policies and the distribution of income.
4. **Taking** note of the need to define policies that can contribute to the international financial system being able to count on a legal system that guarantees an appropriate regulatory framework.
5. **Recognising** that the efforts of a State to restructure its sovereign debt must not be frustrated and obstructed by groups of speculators who acquire debt at vile prices on the secondary markets of highly indebted States, with the intention of litigating in order to try to obtain reimbursement of the full value.
6. **Observing** with concern that the actions of what are known as "vulture funds," in their purely speculative pursuits, are turning into a threat for all the future debt restructuring processes, for developing as well as for developed countries.
7. **Observing** with concern that the international financial system does not have a solid legal framework for the orderly and foreseeable restructuring of sovereign debt.
8. **Recalling** that on 9 September 2014, the General Assembly of the Organisation of the United Nations approved by a large majority, with only 11 votes against and 41 abstentions, Resolution 68/304, "Towards the establishment of a multilateral legal framework for sovereign debt restructuring processes," sponsored by the government of Argentina and presented by the Group of 77 plus China, which initiated a process of inter-governmental negotiations to create a multilateral legal framework for sovereign debt restructuring processes so as to increase the efficiency, stability and foreseeability of the international financial system and achieve sustained, inclusive and equitable growth.
9. **Taking** into account that the General Board of the International Trade Union Confederation which convened in Brussels on 18 December 2014 called on the affiliated organisations to take actions at national and regional level to denounce the serious social consequences caused by the actions of "vulture funds" and on the UN to adopt a better legal framework for sovereign debt restructuring processes in 2015;

## The 7<sup>th</sup> World Congress:

10. **Urges** the Executive Board of EI to express its support for the initiative approved by the United Nations to broach the approval of an international legal framework on the topic in question at the General Assembly of next September 23<sup>rd</sup>.
11. **Calls** for a denouncement of the social consequences of speculative actions by the so-called “vulture funds” and in particular the negative impact on fiscal resources intended to support education.
12. **Calls** upon the member organisations of EI to develop actions so as to disseminate, at regional and national levels, opinions and proposals by the trade union movement on this issue, and to forward them to the governmental representations that will have to raise them at this year’s UN General Assembly.

## ISSUES IN THE AFRICAN REGION

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### ORGANIZING AND UNITING FOR QUALITY EDUCATION

1. **NOTING** that the teachers’ contribution is key in influencing the politics in Africa which, in turn, determines the quality of Education policies, programmes, and teaching and learning outcomes;
2. **BELIEVING** that quality of teachers and conducive management of education personnel are indispensable to the achievement of quality education, particularly beyond 2015;
3. **NOTING** that most Higher Education personnel are not unionized and several Higher Education organisations in Africa are not affiliated to EI, making it difficult for such unions to contribute towards the ideals of EI in particular and education in general;
4. **OBSERVING** that communication is a very important tool of trade union operations, namely; recruitment, retention and mobilisation which make unions stronger and more effective to confront challenges;

#### INVESTING IN QUALITY EDUCATION

5. **NOTING** that investment in quality public education is an investment in human development and economic growth for each nation, and many other positive prospects;
6. **NOTING** that there is a rapid increase in the number of private schools throughout Africa and that the Pearson private school system, believed to be operating in more than one hundred countries, forces children to pay fees every day;
7. **CONSIDERING** that public schools set the standard for equity, non-discrimination and quality education;

#### WORKING ENVIRONMENT

8. **NOTING** that the current spate of devastation in some countries such as Nigeria, Cameroon, Democratic Republic of the Congo, Kenya, etc. by insurgents has concomitant serious impact on public schools;
9. **CONSIDERING** that there can be no effective teaching and learning in schools that are under terror threat where teachers and learners are traumatised by the effect of the insurgency;
10. **BELIEVING** that the effectiveness of teachers’ contribution depends on the quality of teaching and learning tools, and the quality and safety of the environment;

#### THE 7<sup>TH</sup> EI WORLD CONGRESS RESOLVES:

11. That EI encourages its affiliates to carry out research and training of membership on professionalism and broader outlook on the course of education, including policies, curricula and syllabi;



12. That EI affiliates design dynamic programmes that will accommodate strong networking and make effective use of Information and Communication Technologies (ICT);
13. That Unions reorient their work to promote internal democracy and sustainability, by developing succession plans which take into consideration the needs of members, especially young and female teachers, persons with disabilities, ECE educators and Higher Education personnel ;
14. That EI and its affiliates campaign to mobilise the public to increase government spending on education to at least six per cent (6%) of GDP;
15. That affiliates set up monitoring mechanisms to check the efficiency in distribution and judicious utilisation of funds invested in education;
16. That EI builds the capacity of its affiliates to undertake budget tracking;
17. That EI and its affiliates lobby Governments and communities to provide security to students, teachers and education workers in order to ensure quality and secure teaching and learning environments, in collaboration with regional, continental, and intercontinental bodies;
18. That EI and its affiliates pledge solidarity with the teachers and students of Nigeria and other parts of the continent and the world where schools are targets of extremists;
19. That EI strengthens its affiliates to fight for quality inputs (funds, materials, and tools), and quality environments, justice and peace for achieving quality education in the continent and the world at large.

**THEREFORE, THE EI WORLD CONGRESS:**

20. DECLARES unqualified commitment to fight against the Ebola pandemic through the power of education and solidarity;
21. DEMANDS better working conditions and respect for Human and Trade Union Rights in the continent.

This is the fight that we shall unite to accomplish in our lifetime in defence of the future of our children.

## SECTION 2 – Improvement of the welfare and status of teachers and other education employees through the effective application of their human and trade union rights and professional freedoms

### EDUCATION SUPPORT PERSONNEL

The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Reaffirming** EI's commitment to promoting and protecting the right and freedoms of all education employees;
2. **Reaffirming** the commitments outlined in the Resolution on Education Support Employees, adopted at the 6<sup>th</sup> World Congress in 2011;
3. **Recognising** the vital role of Education Support Personnel in ensuring quality education for all, and their rightful place in the education community;
4. **Recognising** the different contributions and responsibilities of staff at all levels of education systems, from early childhood through to higher education, and noting that Education Support Personnel comprises, inter alia, the following categories of personnel: administration and clerical, career guidance and counselling, documentalists and librarians, maintenance and skilled trades, food and nutrition, health and welfare, tutors, teaching and learning assistants, security, technical, technological and communications, transport, and specialist professionals;
5. **Notes with great concern** the lack of recognition of and respect for Education Support Personnel, the lack of quality professional development, the casualization of their work, the devastating impacts of privatisation on their employment opportunities and working conditions, and the violations of their trade union rights;
6. **Taking** cognisance of the results of EI's mini-survey on Education Support Personnel as well as the recommendations of the EI Task Force on Education Support Personnel;
7. **Mandates the EI Executive Board:**
  - a. To continue its work to ensure that the diversity of the sector is reflected in EI policies and practices, and that Education Support Personnel may see themselves, their needs and their priorities adequately reflected in the work of the organisation;
  - b. To launch an annual EI International Education Support Personnel Day to give visibility and recognition to education support personnel, their work and their contribution to quality education and make the necessary representations so that by the end of the next four year period, 2015-2018, this annual day of education support personnel is recognised by UNESCO and the UN, just like World Teachers' Day;
  - c. To continue collecting data and evidence on Education Support Personnel, notably on their

working conditions, levels of unionisation and forms of representation, and gender issues and trade unions rights;

- d. To encourage and support affiliates in advocating for Education Support Personnel and their inclusion in collective agreements and career development plans.
- e. To develop a long-term strategy for Education Support Personnel within EI, including strategies and tactics for campaigning, organising and mobilising.

## YOUNG AND EARLY-STAGE TEACHERS, RESEARCHERS AND SUPPORT PERSONNEL

### **The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

1. Reaffirming EI's commitment to equity and inclusiveness within teachers' and educators' unions and organisations;
2. Recognising the importance of ensuring the sustainability and continued relevance of EI member organisations at the national level as much as internationally;
3. Denouncing the poor and unacceptable treatment of many young and early stage teachers, researchers and support personnel who are denied decent working conditions, access to training and development and who suffer low pay, low status and heightened job insecurity;
4. Further recognising that the future of the teaching profession depends on securing the professional status and esteem of young and early stage teachers, researchers and support personnel;
5. Noting that the increasing populations in different regions, but especially in the global south, demand additional education facilities and personnel to meet their educational needs, and, therefore, provide considerable potential for EI member organisations to increase their membership, especially by recruiting newly appointed teachers and other education personnel; as this will ensure the sustainability of the important work that teachers' unions and organisations do to secure quality education for all and safeguard students' right to education, as well as student, educator and education support personnel rights within education, into the future;
6. Observing that many EI affiliates are implementing policies on young and early stage teachers, researchers and support personnel at the national level;
7. Referring to the recommendations of the EI Organising Network (OrgNet) and the 2nd EI World Women's Conference (Dublin, Republic of Ireland, April 7-9 2014);
8. The 7<sup>th</sup> World Congress:
  - a. Calls on EI members to document and share with Education International experiences and best practices in the recruitment and development of early career support programs that aid in the retention of young and early stage teachers, researchers and support personnel, in order to stimulate debate, exchange ideas and action on this issue across and within regions;
  - b. Urges EI member organisations to ensure that the needs and priorities of young and early stage teachers, researchers and support personnel are reflected not only in organisational policies, but also within collective bargaining processes;
  - c. Further urges EI member organisations to focus on developing the capacity and awareness of young and early stage teachers, researchers and support personnel with regard to union values;
  - d. Requests EI members to launch new or strengthen existing mobilisation campaigns and activities targeting potential young and early stage teachers, researchers and support personnel; and to make concerted efforts to ensure that young and early stage teachers, researchers and support personnel are adequately represented within organisational structures, and are empowered to participate in decision-making processes within their unions, including as members of collective bargaining teams;

- e. Requests EI members to coordinate with government bodies and tertiary education programmes to advance teaching as a desired professional path and a stable career choice. This should include promoting low- or no-cost higher education and training, offering peer counselling and mentoring by colleagues who have been trained for this role, from the beginning of every teacher's career, and making continuous professional development an essential element in every teacher's career;
9. Mandates the EI Executive Board:
- a. To collect, publish and disseminate the experiences and best practices of EI member organisations in the recruitment and development of early career support programs that aid in the retention of young and early stage teachers, researchers and support personnel. These programs include, but are not limited to mentoring, classroom observations and support from experienced trainers in the first years of teaching;
  - b. To promote, facilitate and monitor the participation of young and early stage teachers, researchers and support personnel from member organisations in EI activities;
  - c. To develop a strategy to encourage member organisations to let young elected members represent them in EI structures at the global and regional levels, paying close attention to gender and other inequalities that often intersect with each other and may lead to the marginalisation of certain young educators;
  - d. To closely follow up and monitor results with regard to the strategy decided on for the inclusion of young and early stage teachers, researchers and support personnel decided.

## QUALITY TERMS AND CONDITIONS OF EMPLOYMENT AND THE CAMPAIGN FOR DECENT WORK

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. Recognizing that providing quality education remains a challenge for national governments;
2. Regretting that Education for All (EFA) was not achieved, despite improvements in access, due to a lack of political will to challenge the impediments to the participation of some children and, especially girls, in education in some countries and the lack of political commitment generally to providing the necessary funding for training and employment of qualified teachers and the provision of the necessary infrastructure;
3. Denouncing the fact that the global preoccupation with measuring education outcomes is not supporting the provision of quality education and that it fails to take the context in which education occurs into account;
4. Expressing concern with the deterioration in salaries and conditions of employment for education personnel generally, particularly in comparison to professionals with comparable skill sets, and the impact of commercialisation and privatisation on the employment conditions of teachers, researchers and education support personnel;
5. Notes with concern the growing use and exploitation of contingent faculty, fixed-term, precarious and casualised teachers, researchers and education support personnel;
6. Notes that fixed-term and other precarious forms of work are becoming more widespread in other sectors of the economy and therefore recognises the potential for new allies in combatting the casualisation of the workforce;
7. Insisting that teaching be an attractive high-status career choice, and must be sufficiently attractive, in terms of salaries, professional autonomy, career advancement, healthcare and pension benefits, and conditions of employment, to encourage and retain high calibre entrants into the profession;

8. Reaffirms the importance of EI's policy on the rights of fixed-term teaching personnel, including the 2007 World Congress resolution on fixed-term higher education teaching personnel.
9. Acknowledging that qualified teacher shortages are a fundamental problem to achieving quality education for all;
10. Reiterating the view that qualified teacher shortages cannot be addressed unless governments and the international community take decisive steps to facilitate access to the necessary qualifications to improve teachers' status and terms and conditions of employment;
11. Instructs the Executive Board to:
  - a) Build members' capacity to address personnel management issues, develop proposals and engage in social dialogue with governments and employers to improve the status of teachers and education support personnel;
  - b) Develop a policy brief on Employment in Education, through a consultative process with member organisations, for presentation to the next EI World Congress;
  - c) Create a digital open network for member organisations to discuss and share good practices and tools to which members can refer when engaging in negotiation with employers;
  - d) Monitor the use of fixed-term contracts as part of EI's work on 'Quality terms and conditions of employment' and to highlight good practice by affiliates in reducing precarious employment through lobbying, campaigning, organising and collective bargaining;
  - e) Work with global union federations and the International Trade Union Confederation (ITUC) in raising the profile of precarious employment as a key impediment to the campaign for decent work;
  - f) Consider co-ordinated campaigns and actions on World Teachers Day (5 October) and the World Day for Decent Work (October 7).

## PUBLIC RESEARCH AND SCIENTIFIC AND ACADEMIC FREEDOMS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### Recognises that:

1. In most of the world's countries, reforms to the organization and funding of public research steer research mainly for short-term economic and, to some extent, societal interests.
2. As a result, funding for public research laboratories increasingly depend on guidelines defined by policies which have not been evaluated within the scientific community or in society.
3. Research questions facing scientists are relegated to the background by political orders imposing an obligation of innovation and transfer to industry, which it is hoped would be the key to solving the economic crisis.
4. Such policies are based on concepts of New Public Management aimed at organizing the steering of research and researchers. Per-project funding is quickly becoming the most common form of research funding. Current reforms end up curbing scientific freedoms and significantly reducing the time that researchers have to effectively carry out research activities.
5. One of the major consequences of per-project funding is the explosion of precariousness, particularly for young scientists, to the detriment of stable and permanent jobs.
6. In response to these attacks on public research, EI must initiate a global campaign in support of freedom of research and academic freedom on the following basis.
7. Research must be free. This involves freedom of initiative and realization of research and

independence for researcher who must be protected from any pressure whatsoever. Research must contribute to increasing knowledge in all fields, the sole guarantee of human intellectual and cultural well-being. Research can only contribute to improving the planet's prospects for the future and develop in the interest of human societies if the two fundamental freedoms are guaranteed: freedom of research and academic freedom.

8. In order to guarantee these freedoms and the development of research, researchers, teacher-researchers, engineers and technicians must benefit from the best possible working conditions, and in particular stable jobs and decent wages.
9. Democratic requirements make scientific knowledge global common goods. While working towards scientific democracy which promotes debates and the joint development of knowledge between researchers and civilian stakeholders, the States must guarantee intellectual freedom of research and the professional autonomy of the scientific field, which are the guarantors of scientific knowledge, upstream of the decisions aimed at developing public policy.

## ISSUES IN THE LATIN AMERICAN REGION

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. Reasserting EI's commitment to the defence and protection of the human and trade union rights of education workers;
2. Recognising that to strengthen peace and democracy we must also strengthen the right to public education, protect freedom of association and expand social rights;
3. Recognising, similarly, that trade union organisations are called on to maintain resistance and defend human rights, as well as the institution of and respect for democratic, people's governments freely elected through the ballot box;
4. Drawing attention, with deep concern, to the situation in Honduras, where the 2009 coup d'état opened the way to a systematic violation of the human, labour and trade union rights established in the International Labour Organisation's (ILO) Conventions 87 and 98. Since then there has been a dismantling of public education, which in turn seriously undermines the social right to education of the children and youth of Honduras;
5. Noting, similarly, that the situation has not improved, but rather has grown worse, to the detriment of teachers' trade union organisations. They are now facing repeated persecution, orchestrated by the current government through the Ministry of Education, which is dismissing teachers' union leaders, removing union leave, restricting the right to strike and dismissing teachers in an unprecedented manner. Furthermore, it has co-opted the management of the teachers' social security institutions, together with their financial resources. At the same time, impunity still surrounds the assassination of the teacher Ilse Ilvania Valesques Rodríguez following the repression by police of her right to demonstrate;

#### **Resolves that EI:**

6. Continue to denounce before all the international institutions the violations of human and trade union rights by the Government of Honduras. At the same time, to call on all EI affiliated organisations around the world to denounce in their countries the violation of these rights in Honduras in order to guarantee the protection of trade union rights and freedoms in every country;
7. Develop a strategy for the protection of human and trade union rights, including global solidarity actions between countries, such as organising campaigns and protests to express this solidarity at the global and regional level.

## ISSUES IN THE EUROPEAN REGION

### **The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

#### **Considering that:**

1. Education is a fundamental human right and a public good with the primary purpose of developing each individual's potential and the further purpose of laying a solid foundation for a socially just, democratic and peaceful society;
2. It is therefore imperative in the course of defending human rights and strong social rights in Europe, to maintain and develop high quality education and training as the key to sustained economic recovery and strong economic growth, to national and European social cohesion and consequently to the future of European integration;
3. Quality education based on excellent staff and quality initial teacher training, continuously updated and innovative high standard teaching tools and resources, appropriate learning and teaching environments as well as sustainable public funding and investment is one of the prerequisites for ensuring that education as a human right is universal and reaches across society;
4. The right to work is a human right providing people the opportunity to sustain themselves and their families an economically independent and dignified life;
5. During the last years, this particular human right has been endangered through the economic and financial crisis which has had a severe impact on the labour markets in Europe and in particular on the employment situation in the education sector where many employees have lost their jobs, fear for their jobs or suffer from poor or even unprotected and precarious working and employment conditions;
6. Trade union rights are human rights ensuring that working people can legitimately claim for decent working conditions including fair salaries, good employee and pension benefits, a safe work environment and strong social rights;
7. Many teacher trade unions across Europe are increasingly under pressure to protect their members' labour, human and trade union rights and interests due to the widening social and economic gap in society, while at the same time they experience a gradual deterioration of social dialogue and even disrespect for trade union rights, not to say denial of collective bargaining rights;
8. Austerity measures still advocated by most European governments threaten the human right for education and the human right for work by hampering the urgently needed stimulation of economic growth and the creation of employment in Europe; the budget cuts in the education sector proposed or implemented by many national governments in Europe and presented as a consequence of the global economic and financial crisis severely affect the quality of education and access to it;
9. Education staff has a key role to play in the European education systems and thus the full enjoyment of labour and employment rights, decent working conditions, including an attractive salary, access to secure and fair pension schemes and social security provisions, opportunities for continuous professional development, health and safety provisions to prevent work-related hazards and diseases, are essential prerequisites for the provision of quality education;
10. Discrimination or disrespect for human rights in education must be addressed since equal treatment of all education staff, students and pupils regardless of age, gender, sexual orientation, race, ethnic origin, disabilities, religion or belief or social background is a fundamental principle;
11. The European region is unique in terms of its entwined supra-national institutions and structures, encompassing amongst others the Council of Europe, the European Union, the European Free-Trade Association, the European Economic Area, the Eurozone, the Schengen Area and the European Customs Union, which all have a significant impact on the daily lives of European people and on national education systems and policies within Europe;
12. The existing European and EU-related education policies, such as the Europe2020 Strategy, the Education and Training 2020 Strategic Framework, the European Area for Higher Education and the Bologna Process, the European Area for Research, the Copenhagen Process for Vocational Education and Training, the Open Method of Coordination with its European benchmarking processes, the

Erasmus + and Horizon2020 programmes and the EU quality and transparency tools such as the EQF, ESG for higher education, EQAVET, Europass, etc. have a major impact on national education systems;

13. The Treaty of the European Union clearly states the provision for social partners to participate in the process of developing policies and legislation; it also confirms the competence of the EU to encourage co-operation between Member States for the development of quality education and to support and supplement Member State actions, if necessary, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity (TFEU, Article 165); it furthermore stipulates shared competences on vocational education and training (TFEU, Articles 6, 41, 156 and 162 and Title XII).

#### **Calls upon:**

14. European national and regional governments to always bear in mind that education is a fundamental human right which is above all a prerequisite for a socially just and peaceful society and to do everything in their power to ensure equal access to education for all;
15. European national and regional governments to uphold human rights at all times, to actively prevent any human rights violations and to effectively intervene when human rights violations are occurring;
16. European national and regional governments to maintain their central focus on people's human right to work and to make the maximum effort to preserve all existing workplaces and to create more and better jobs with the ultimate aim to stimulate the European economy and to create prosperity for everyone;
17. European national and regional governments to bear in mind that it is the working people's universal human right to form and join trade unions for the protection of their interests such as to achieve and to maintain decent working and living conditions;
18. European national and regional governments to respect, to protect and to promote workers' and trade union rights and to ensure that all education employees in Europe can freely and fully exercise them individually and through their trade unions;
19. European national and regional governments to acknowledge the important role and the impact of the sectoral social dialogue in education both at national and European level in shaping key policies which are of highest relevance for the future economic and social development in Europe such as labour market policies as well as education and training policies;
20. European national and regional governments and education employers to naturally, actively and consequently involve teacher trade unions as recognised and equal social partners in policy- making decisions that have an impact on the education sector with a view to protect their labour and employment rights such as seeking better working conditions and equal treatment for all education staff;
21. European national and regional governments to shift the focus of European economic governance (European Semester) from the sole principles of fiscal stability and cost competitiveness towards the improvement and promotion of the European social clauses and to involve teacher trade unions at national and European level in defining the objectives of budget allocations for education and training and in all stages of the education and training reform processes within the European Semester;
22. European and national policy-makers to adopt and implement appropriate policies to fully guarantee the European citizens' human right for education by developing high quality, equitable and sustainable education systems in Europe taking into account equality and gender balance and effectively preventing and eliminating all forms of discrimination and human rights violation;
23. European national and regional governments to apply fair and progressive measures necessary to increase further important investment in education, in order to provide high quality education services for all in Europe, and to prevent the privatisation and commercialisation of education services;
24. European national and regional governments and education employers to upscale the recruitment of highly educated and trained teachers at all levels of education and to facilitate mobility and recognition of education and training in order to contribute to skills development and employability and to further promote the integration and reintegration into work, learning and training.

#### **Mandates:**

25. EI and the European Region, ETUCE, to promote and defend throughout Europe the principles stated

in this Resolution, to interact with European and global institutions and to support related actions of affiliates at national and international level.

## ISSUES IN THE ASIA-PACIFIC REGION:

### Against the violation of human and trade union rights in the Asia Pacific Region; especially in Fiji and Cambodia

#### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Recognizes** that many member organizations in the Asia Pacific region do not enjoy trade union rights. They do not have the right to organize and collectively bargain. There is a growing trend of governments violating trade union rights and disrespecting labour legislations.
2. **Acknowledges** that in a year (2012) according to the ITUC, more than 17 trade unionists were murdered, 66 received death threats, 191 were imprisoned, 2624 arrested, 693 injured and 3462 dismissed in the region.
3. **Notes** that:
  - a. The governments in Fiji, Cambodia, and South Korea harass, intimidate and delegalize teacher organizations without any justified causes. It is difficult for trade unions and teachers unions in the Philippines, Bangladesh, Pakistan, Sri Lanka, Nepal and Thailand to defend the rights of teachers.
  - b. The trade union rights are further curtailed after the elections in Fiji September 2014. According to a government decision all trade union elections are to be controlled and coordinated by the Fiji Election Office. The unions are no longer represented in consultations with employer on any matters. Many teachers have been fired without due process.
  - c. The Cambodian government continues to show disrespect and fails to act on the recommendations made by the ILO Committee of Experts on Application of the ILO Conventions and Recommendations year after year for five years. The government continues to harass and intimidate the EI member organisation, the Cambodian Independent Teachers' Association which filed complaints at the ILO.
4. **Believing** that human and trade union rights are fundamental in creating a just and equitable society and the freedom of association is critically important in defending the rights, the Seventh EI World Congress;
5. **Commits** Education International in general to continue building solidarity against the violation of rights in the Asia Pacific Region and in particular continue raising issues of Cambodia and Fiji with the ILO and other relevant institutions.
6. **Calls** EI member organizations to influence their respective governments and pressurize the Fijian and Cambodian governments to respect human and trade union rights.
7. **Urges** EI member organizations to continue fully extending support to the "Action Appeals" when made in favour of the EI member organizations in the Asia Pacific Region.

## ISSUES IN THE ARAB COUNTRIES:

### The role of teachers unions towards education, peace and tolerance in the Arab Countries

**The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

#### Whereas:

1. Education indicators for Arab countries in the Middle East and North Africa have improved relatively over the past 20 years. However, almost every current study of education in the Arab region indicates that the ongoing and relatively low quality of education harms the potential for economic growth in the region;
2. Access to education is still a major problem for a number of Arab countries, especially in rural areas. Girls, as in many parts of the world, are at a disadvantage in relation to access to education, especially in areas where there is a bias against the education of girls;
3. Poor quality of education in some Arab counties is the result of ineffective education management and the lack of adequate investment in teacher training and in learning tools and materials;
4. Quality education, in its different definitions and scopes between the countries, requires social stability and a secure environment;
5. It also requires teachers unions, as independent bodies, to lobby their respective national governments effectively to make education for all a priority;
6. Another important factor contributing to low performing education systems in the Arab region is the impact of recent armed conflicts, and consequentially, the huge numbers of refugees;
7. The early months of 2014 brought some drastic and difficult developments for a number of Arab countries. Although the so called Arab springs brought more freedom to many oppressed people in Arab countries, it did not lead to what the masses hoped for, and was transformed to armed conflicts in a number of countries (such as in Yemen, Libya, Syria, Iraq and to a certain extent in Egypt);
8. It is known that half of the out of school aged children around the world- around 28.5 million- live in conflict affected countries;
9. Children make up the majority of refugees (both those who are internally displaced and those forced to move to other countries) in the recent conflicts in Syria and Iraq. The same applies to other Arab countries such as Palestine, Libya, and Yemen, but education is not as severely interrupted;
10. The unprecedented influx of Syrian refugees since early 2011 and that of Iraqi refugees since June 2014 has resulted in a whole generation of school aged children out of school;
11. In view of the lack of any political solution or possible ways for the refugees to go back to their countries or districts, it is reported that in short time there will be a population of young refugees – with no education or jobs - holding big social and ethnic animosities. This is further complicated by the escalating cycles of violence due to recent ethnic tensions and armed conflicts in a number of Arab countries (Yemen , Syria, Iraq , Libya) , and terrorist attacks on the new fragile democracies in some Arab countries;
12. The dire conditions of the refugee is hugely affecting the figures of child labours , in addition to children forced to join armed conflicts , or early marriages for young girls;
13. Another important concern is the economical, security and social strain that these refugees have on the host countries. It is reported by UN agencies that the number of Syrian refugees entering neighbouring countries rose to 3.7 million by the end of 2014, and is projected to rise to 4.3 million by the end of 2015. Around 52% of these figures are under 18 years of age, and in some small population host countries like Lebanon and Jordan, refugees make up around 25 % of the population of the host country;



**Recognising that:**

14. There have been limited national efforts to improve education in certain parts of the Arab region, which is reflected in the improvements in education in the primary grades;
15. That the current diversity of education quality in Arab continues, and the recent setbacks in the cases of interrupted education in conflict areas, affects the region's chances to achieve sustained economic growth, development and stability;
16. EI affiliates in the Arab countries are fully committed to the principle that there should be equal education opportunities for all;
17. Teachers' organizations in some Arab countries operate in countries that do not apply international labour standards and ILO conventions, and even in many of the countries which have ratified these conventions, they have done so only for international political reasons and have not implemented it in the national contexts;
18. In spite of the above difficult restricting conditions, and in addition to the distracting developing political and security conditions, EI affiliates in countries that are going through political transitions or armed conflicts have stepped up- whenever possible- to the responsibility of maintaining the educational process;

**Resolves that:**

19. Teachers unions in the EI Arab Countries Cross-Regional Structure (ACCRS) will advocate effectively for equal education opportunities for all school children and, especially for those in conflict areas and for refugee children.
20. EI member organizations in the ACCRS will insist on EI and its member organizations, to support their moderate civil voices amid the violent cycles, in order to try to minimize the increasing generation of young refugees lacking any schooling and driven into the cycles of violence and war.
21. EI member organizations in the ACCRS will lobby to safeguard children's education rights, and abuses of human rights including trying to end the use of child soldiers and sexual exploitation.
22. EI and its member organizations of the ACCRS will call on the global community to provide the needed resources to aid in the education right of a whole generation of refugee children.

## SECTION 3 – Elimination of all forms of discrimination in education, whether based on gender, race, marital status, disability, sexual orientation, age, religion, political affiliation or opinion, social or economic status, or national or ethnic origin, and the promotion of understanding, tolerance and respect for diversity in communities

### SCHOOL-RELATED GENDER-BASED VIOLENCE

The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Recognising** that many governments have committed to supporting the right to education in safety, within their commitment to quality Education For All;
2. **Also recognising**, however, that school-related gender-based violence (SRGBV) affects millions of children<sup>1</sup> and education personnel worldwide each year, and is defined as including acts or threats of sexual, physical or psychological violence that takes place in or around schools and educational settings as well as on the way to and from school; and that SRGBV includes acts of bullying (including cyber-bullying), sexual or verbal or physical harassment, non-consensual touching, rape and assault;
3. **Further recognising**, that SRGBV is distinct from violent political and military attacks on educational facilities, on students and on educators and education support personnel, but that SRGBV often increases in conflict-affected countries and during emergencies;
4. **Admitting** that acts of SRGBV undermine and even destroy progress made under the Millennium Development Goals (MDG) such as eradicating poverty and hunger through education and training for employment, achieving universal primary education for all students, promoting gender equality and empowering all women. SRGBV negatively impacts child mortality and women's health.
5. **Observing** that students, educators and education support personnel alike can be both victims and perpetrators of SRGBV, and that girls and women are most vulnerable to this type of violence;
6. **Deploring** the fact that SRGBV is a critical barrier to girls' and boys' right to education, not only because of its serious physical and psychological health implications, but also because it leads to the deterioration of the learning environment as a whole, since the experience, or even the threat, of SRGBV often results in irregular attendance, dropping out of education, truancy, poor school performance, and low self-esteem, and reduces the chances of successful transition into the labour market later in life;
7. **Regretting** that SRGBV too often remains undetected, unreported, and even ignored in schools and educational settings - the very social institutions in which all present are expected to be safe, respected, protected and empowered;
8. **Affirming** that it is not possible to deliver quality education without addressing the issues of child

<sup>1</sup> For the purposes of this resolution, 'child' or 'children' refers to 'people below the age of 18 years, unless, under the national law applicable to children, majority is attained before the age of 18. The term 'student' refers to any other category of learner, including those within higher education and lifelong learning.

protection and staff safety in educational settings, as well as on the way to educational settings, given that young children, women and LGBT persons are particularly vulnerable;

9. **Concerned** that SRGBV has been, and continues to be, a key barrier to the achievement of the MDGs and the EFA goals, and, unless serious efforts are made to eliminate SRGBV, will also continue to be a barrier post-2015;
10. **Noting** that there is currently a considerable amount of concern and action on SRGBV at national, regional and international levels, but that far too often neither teachers, education support personnel (in schools or higher education institutions) nor their unions or organisations are included in the planning or implementation of programmes and measures to address and eliminate SRGBV, and similar violence in;
11. **Recalling** the 2009 EI Declaration Schools Shall be Safe Sanctuaries, which calls on governments to take practical measures to ensure protection from, and to end, impunity for, attacks on students, teachers, academics, education support personnel and education facilities, and calls on EI affiliates to monitor attacks, to prioritise preventative action and share expertise on resilience and recovery, and to support campaigns of solidarity in order to make education an agent for peace;
12. **The 7<sup>th</sup> EI World Congress:**
  - a. **Calls** on governments, as those primarily responsible for safety and security in education institutions, to provide a well-defined legal and policy framework outlining the state's obligations to prevent SRGBV and promote child protection and protection of education personnel across all relevant government ministries and impose on education ministries, and their partners, an obligation to include teachers and educators' unions and organisations in establishing sustainable and holistic mechanisms, for preventing and responding to, SRGBV in all educational settings;
  - b. **Calls** further for a concerted effort by EI and its members organisations to advocate for curricula and teaching practices that challenge the acceptability of violence against women and girls and promote gender-equitable norms of behaviour based on mutual respect both inside and outside of educational settings; and for initial training and continuous professional development programmes for education personnel to address SRGBV training for students would also be desirable;
  - c. **Requests** member organisations to carefully review their own organisational Codes of Conduct, Codes of Professional Ethics or Codes of Practice, to ensure that they are gender-sensitive and can be applied when SRGBV incidents and issues arise in educational settings, so that perpetrators are held to account and victims receive adequate support;
13. **Mandates the EI Executive Board:**
  - a. To review the EI Declaration on Professional Ethics taking into consideration the need for it to be more explicitly gender-aware, and for it to include explicit references to the eradication of SRGBV, including trans and homophobic violence; such a renewed Declaration on Professional Ethics should also be accompanied by a guide on how EI members can use and implement it, especially with regard to equality issues;
  - b. To collaborate with UN agencies and other strategic civil society partners working on SRGBV issues at national, regional and global levels to ensure that that the knowledge, experiences and perspectives of teachers, educators and education support personnel consistently informs and is reflected in such work;
  - c. To support the work of member organisations in securing positive action by national governments to end SRGBV within their jurisdictions. To this end, gender equality training for staff and students would be desirable.

## THE RIGHTS OF DISABLED CHILDREN AND TEACHERS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

Declares that:

1. Congress is concerned at the lack of progress of disabled children and students into education and successful completion of their education, across the world. Congress notes recent estimates by the Global Campaign for Education (GCE) suggest that 40% (24 million) of those remaining out of school are disabled children and that a much greater number than their peers drop out, fail to complete their education or transfer to secondary or higher education. The Millennium Development Goal 2 that all children will complete primary education by 2015 will not be met in many countries. Congress welcomes the fact that 17 million more children are in primary education than in 2000 and welcomes big increases in gender equality in many countries.
2. However, Congress is concerned that for most of the last 15 years the focus on Education for All has meant that the specific measures necessary to include all disabled children in education have not generally been put in place. These include access, reasonable accommodations, personal support, differentiation of teaching and learning, flexible assessment, disability equality, challenging disabilist attitudes and harassment, building relationships and self-esteem and access to, for example, Braille, Sign Language. It is also vital that more disabled teachers are employed within the education system.
3. Children with disabilities are often 'left behind' in advocacy campaigns related to literacy and numeracy, education in emergency, girls' education, education financing and vocational training, and so on. In addition, there has been a lack of progress against all the EFA goals for those with disabilities. The UNESCO Institute of Statistics draft Post 2015 Indicators show further evidence of the inadequate attention given to children with disabilities. Furthermore the lack of proper indicators to track those with disabilities is missing.
4. Congress is alarmed that very little attention is paid to the barriers faced by disabled teachers. There is scant research globally on the recruitment, retention and progression of disabled teachers. It is essential that information is available on the situation of disabled teachers in order to overcome barriers faced by them.
5. Congress also notes that 150 countries and the European Union have ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), yet all 13 country reports by the Committee on the Rights of Persons with Disabilities are critical of the lack of progress in implementing inclusive education in line with Article 24.
6. Congress remains concerned that these resolutions and intentions are not being delivered.
7. Therefore, Congress instructs the EI Executive Board to:
  - a. Enhance its efforts to get all children around the world, including all disabled children, into education, to successfully complete their primary education and to significantly increase numbers transitioning to secondary, higher and further education and/or community-based or assisted living programs;
  - b. Ensure strong support for the measures outlined above and to ensure strong support for strengthening the Sustainable Development Goals to enhance inclusion of disabled children, students and teachers;
  - c. Lobby hard through all relevant agencies to get the UNCRPD Committee to issue strengthening and clarifying guidance on Article 24; and
  - d. Actively promote recruitment and employment of disabled teachers and furthering the global research on the situation of disabled.



## MIGRATION, PROFESSIONAL DIVERSITY AND RACISM

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### Notes:

1. That there is robust evidence demonstrating the link between quality education and equity of educational rights and entitlements;
2. That schools, colleges, universities and other educational institutions have a critical role to play in promoting equality and diversity and in tackling inequality, including that based on the ethnicity, religion and nationality;
3. That education institutions contribute most effectively to transforming lives and life chances when they exist as inclusive communities in which the rights and entitlements of all members - staff, students and other stakeholders - are safeguarded and promoted;
4. The excellent work undertaken by Education International in standing up for migrant teachers and in developing a global strategy through the work of the Teacher Migration Task Force.

#### Further notes:

5. That teacher mobility is a global phenomenon that requires a concerted and coordinated effort to curb the violation of migrant teachers' labour rights;
6. That migrant teachers often face unfair treatment, discrimination and racism;
7. That migrant teachers also face exploitation from governments and employers and, together with migrant workers in other sectors, are victimized and blamed for wider social problems;
8. That economic austerity policy in many countries has increased the extent of discrimination, scapegoating and exploitation of migrant teachers.

#### Believes:

9. That the exchange of ideas and experiences between teachers from different nationalities and ethnic and religious backgrounds benefits education systems, enriches the curriculum and benefits students;
10. That migrant teachers make a vitally important and necessary contribution to the provision of quality education systems;
11. Migrant teachers should enjoy the right to dignity at work, free from any form of discrimination;
12. That teacher mobility should be supported and assisted on the basis of an internationally recognised and integrated framework of teacher qualifications.

#### Resolves:

13. To support the work of member organisations in promoting equality for migrant teachers.
14. To continue to support the work of Education International in working with supra-national organisations, including UNECSO and the ILO, to promote the benefits of teacher mobility;
15. To campaign for the equal treatment of migrant teachers and education support personnel and to end the unscrupulous actions of some employment agencies.

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### Notes:

1. That defending the human and trades union rights of all people around the world is a fundamental principle enshrined in international laws;
2. That the promotion, protection and defense of human rights irrespective of sexual orientation, gender identity or gender expression is an important principle adopted by EI and its affiliate organisations;
3. The persistence of homophobic and transphobic hatred and the rising levels of hatred against LGBTI people as a result of the passage of laws that criminalise and stigmatise LGBTI communities;
4. That in 78 countries the law criminalises homosexuality, creating the conditions that encourage the abuse, harassment, intimidation, violence and murder of people on the grounds of their actual or assumed sexuality or gender identity or gender expression;
5. That the incitement of hatred and legitimising anti-gay laws is a direct contravention of EU and international human rights obligations including the Universal Declaration of Human Rights and the EU Charter of Fundamental Rights (Article 21);
6. The growing problem of hate speech and hate crime motivated by prejudice, discrimination and bigotry against LGBTI people;
7. That hate crime and hate speech against LGBTI communities often go unreported due to fear of victimisation and reprisals.

#### Further notes:

8. The 2014 Joint EI-PSI Statement on LGBTI violations condemning discrimination and violence against LGBTI people and calling for the global trade union movement to actively oppose homophobia and transphobia and organise to defend LGBTI rights;
9. Evidence demonstrating that discrimination in education continues to blight the lives of children, young people, teachers, researchers and education support professionals who identify as lesbian, gay, bisexual, trans or intersex;
10. The beliefs in teacher rights to same-sex marriage, spousal health and property benefits and child custody and adoption has been slowly shifting in the policies of many countries.
11. The work of organisations such as the International Lesbian, Gay Bisexual, Trans and Intersex Association (ILGA) and its member organisations in securing equal rights for LGBTI people around the world.

#### Believes:

12. That a violation of these rights by governments, political parties and other organisations is a legitimate trade union issue and one that should be challenged collectively by the trade union movement;
13. That the trade union movement is a formidable force for championing LGBTI rights and working in solidarity with the international community;
14. That schools, colleges and higher education institutions should be free from hatred, prejudice, intimidation and violence and be safe sanctuaries for children, young people, teachers, researchers and education support personnel;
15. That schools, colleges and higher education institutions play a key role in educating their students, staff and communities about gender identity and expression and against homophobia and transphobia through development and implementation of a diversity mission and a strategic plan that includes curriculum subjects and effective employment policies.

#### Resolves:

16. To champion LGBTI rights throughout all EI campaigns and policies;



17. To commit resources of Education International to lobby governments to end the criminalising and persecution of LGBTI people and to campaign for human rights for all;
18. To denounce situations of discrimination that the collective is suffering and which are based in a society that still maintains large stereotypes and prejudice against LGBTI people."
19. To assist the work of EI member organisations in defending the rights of LGBTI students, teachers, researchers and education support personnel;
20. To work actively with partner organisations to promote LGBTI rights;
21. To demand that educational administrations and companies adopt measures to build contexts of work safer and more conducive to sexual diversity and gender identity
22. To collect, publish and disseminate evidence on the incidence and impact of LGBTI discrimination in education.
23. To consider it necessary that teaching staff are trained to provide an equal and respectful education taking into account gender and sexual diversity
24. To consider as a priority the teaching of school programmatic contents related to respect for sexual and gender diversity and the adoption of the necessary actions at the school level to eradicate "lgbtphobia" as well as the implementation of strategies to incorporate trans students to the school system
25. To promote school books and educational material, which are free of discrimination, which consider all forms of sexual orientation, gender identity or gender expression and which are free of stereotyping

## ISSUES IN THE NORTH AMERICA AND CARIBBEAN REGION: AGAINST TRAFFICKING OF CHILDREN FOR EXPLOITATIVE SEX AND FORCED CHILD LABOUR

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Recognizing**, that human trafficking is a serious problem in the region and a global phenomenon that traps millions in a cycle of exploitation; it is an affront to individual human rights and jeopardizes the security of our communities; worldwide, human trafficking generates more than \$36 billion each year, making it one of the largest illegal enterprises in the world;
2. **Considering**, that hundreds of thousands of children -- girls and boys in early adolescence -- are at risk of being trafficked for exploitative sex and forced child labor, and they frequently face physical and mental abuse, social isolation, lost education, and critical health concerns; they come from vulnerable or marginalized groups, including undocumented migrants, runaways, and the poor; and victims may face long recoveries marred by stigmatization, post-traumatic stress, and criminal records;
3. **Knowing**, that as educators the fight against human trafficking is our fight; these are at-risk children who live in our communities and attend our schools; teachers, education support workers, counselors, and school nurses often are the first line in detecting the exploitation of our most vulnerable youth;
4. **Given** that as trade unionists the fight against human trafficking is also our fight; we need to train our members to be able to address this issue in the workplace; unions can negotiate to see that our members are qualified to have the skills to do intervention and mitigation;
5. **The 7<sup>th</sup> World Congress:**
  - a. **Commits** Education International (EI) to actively engage in the fight to end human trafficking in association with other stakeholders, such as INTERPOL, the ILO, the United Nations Global Initiative to Fight Human Trafficking, and Save the Children.

- b. **Calls** for EI, drawing on the knowledge and experience of its affiliates, to create and distribute resources to inform and educate members of affiliates, and assist in identifying and mitigating trafficking; and
- c. **Requires** EI to develop or identify existing classroom tools developed by EI affiliates, NGOs and partners, for dissemination to affiliates. These are for educators to alert youth about what to do when they suspect or observe trafficking, and to recognize and protect themselves and their peers from becoming victims of human trafficking.



## **SECTION 4 –Promotion of democracy, sustainable development, fair trade, basic social services and health and safety, through solidarity and cooperation among member organisations, the international trade union movement and civil society**

### **THE PROMOTION AND PROTECTION OF STANDARDS AND VALUES IN THE WORLD**

**The 7<sup>th</sup> Education International (EI) World Congress  
meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

#### **Recognizing:**

1. That there are dangers, including global shifts in the balance of power, which challenge, nationally and internationally, democracy, teachers and other education personnel and their trade unions; that such changes affect both the private and public sectors; that the deterioration of standards and external threats to the health of our societies rapidly become internal problems for our schools.
2. That chief among these challenges are four different, but inter-twined forces that have major impact on our societies, and that these are:
  - a. The liberalization of the world economy, accommodated and facilitated by national governments which is moving the balance of power to unelected corporations, and, thereby, undermining national sovereignty and democracy;
  - b. the lack of respect for international standards by national governments, including governments of some large and powerful nations;
  - c. geo-political shifts generated by developments in Eastern Europe and the Middle East undermining long-standing global standards for peace, justice and equality;
  - d. extremism by groups claiming to act in defense of religion or for ethnic or nationalistic reasons, noting that educational institutions, students -particularly girls - and teachers are often and increasingly the targets of terrorists and other extremists;
3. That all of these developments have an impact on values, and, that, if governments abuse their power and do not respect long-standing rules designed to promote and maintain peace, private parties are unlikely to avoid abuse and arbitrary action; that, if some countries are allowed to break the rules just because they are too powerful to be controlled, the credibility of those rules is bound to be thrown into question.
4. That there is no excuse or justification for terrorism or for bigotry or for any efforts to rob people of their basic humanity and enslave the human spirit; that, fortunately, the number of people involved in such acts remains a relative, if dangerous handful; that, although some countries where terrorism and extremism can reign with impunity, have been rendered ungovernable, its reach is not confined to a limited number of countries; that questions of values are raised by terrorism, but also by reactions to it and, that, reactions sometimes confuse extremists with a group of identifiable people, or a religion, and may imperil liberties.

5. That the global shift of power to private actors in the economy not only allows business to escape from the “civilizing” effects of the public will, but means that governments are increasingly subservient to private, special interests as well as competing for their favours; that this has distorted economic and tax policies and led to austerity; that trade and investment agreements erode national sovereignty and the public services, and, that radical shifts in production and services have undermined rights and conditions of workers and sustainable development.
6. That the visibility and appeal of accumulating wealth and material goods, distorts values and makes society more vulnerable to other threats, and, that market “values” have spilled over into the public sector, including education.

#### Further realizing:

7. That all of these crises of values come together in the classroom; that the legitimacy of government is undermined by lawlessness and abuse by States, thus creating cynicism about government and the public service; that extremists feed on hopelessness and desperation generated, in part, by the fact that so many have been disinherited from the global economy; that, in the circumstances, it is not surprising that young people, who have been “disrespected” and suffer from discrimination and humiliation, do not readily accept that they have a stake in values that may seem to consist only of words.
8. That the sacrifice of public and democratic values on the altar of the market, actions by lawless States, and the siren songs of extremists undermine stability and decency in society, and, that, as the common culture of values has weakened, many young people have been creating their own reality through small networks separated from larger society.
9. That education is among the victims of these four major destructive global forces, but it also offers an alternative to cynicism and despair; that Quality Education, inspired by values, makes or can make special and invaluable contributions; among these are:
  - a. Development of capacities for creative, critical, and independent thinking and discussion;
  - b. Build abilities for listening and tolerance and serve as a ladder into the mainstream for those on the margins of society;
  - c. Contribute to real peace based on understanding and resolution of conflict, rather than silence or submission;
  - d. Provide a “safe place” for diverse groups to build relationships and understanding;
  - e. Break down prejudices and support dignity and opportunity for girls and women; and
  - f. Give new meaning and value to “citizenship education”.
10. That to carry out this mission, teachers must have an environment of respect that liberates them to exercise their professional responsibility and judgment, and, that human rights, including trade union rights, are intimately linked with other human rights, in particular, the right to education.
11. Asserts that education will only be sufficiently valued and respected when the value of teachers is recognized and appreciated, which is a major aspect of the continuing Unite for Quality Education campaign.
12. Believes that, just as terrorism and extremism have no frontiers, the forces for democracy and human enlightenment must know no borders; that the bulk of the work to build tolerance and peace will take place in the classroom, and that EI must continue to defend teachers and students subjected to violence and fear and help create a political environment that reduces risk, as well as mobilises international solidarity.
13. While recognizing that, the integration of the world economy has strengthened the actors of the market, weakened human values and cultural diversity as expressed through education, and trade unions and other democratic forces, EI will remain vigilant and confront government actions that enable such massive shifts of power, including trade and investment agreements that lock-in privilege and undermine public decisions.
14. Declares that the front line for educators in this global fight are in the protection of education from “performance” without values and compliance with market rules, as opposed to the promotion of professional standards and values in education, and in asserting that Education, free to make its full

contribution, is a principal means to deal with the major challenges facing people across the globe and in building decent and just societies.

**In this context, EI:**

15. Will continue to seek to influence the UN in the post-2015 period and process, recognising that that process can contribute to building a stronger United Nations (including specialized agencies) that is more credible and can improve global governance and respect for international standards; and, that engagement globally by EI with other international organisations, like the International Financial Institutions and the OECD, reinforces the struggle of teachers in their home countries.
16. Will also strive for a stronger presence and role of Civil Society in all relevant UN mechanisms, including the Security Council

## ACCELERATED ACTION AGAINST CHILD LABOUR IN CONNECTION WITH THE POST 2015 SUSTAINABLE DEVELOPMENT GOALS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. Recalls the Resolution on Child Labour adopted by the 6th EI congress in 2011;
2. Acknowledges that progress has been made in reducing child labour, as stated in the ILO-IPEC Report "Marking Progress against Child Labour, global estimates and trends 2000-2012", published in 2013;
3. Acknowledges the progress towards Education for All as stated in the EFA Global Monitoring Report 2013/4;
4. Acknowledges the important contribution to both achievements by the continuous work of EI and its member organisations;
5. Recognizes at the same time that progress is still limited and that many obstacles remain in place;
6. Notes that many donor governments have stopped contributing financially to education in development cooperation or have drastically reduced their contributions;
7. Notes that many governments are still not investing enough in education, despite pledges and promises;
8. Notes that many governments have signed conventions and adopted laws in favour of quality education for all and on the eradication of child labour, but often do not enforce implementation nor punish those who break these laws;
9. Notes that due to migration, conflicts and natural disasters tens of thousands of children, including refugee children, are deprived of education and that many of them are forced to engage in child labour activities to survive;
10. Welcomes the UN Brasilia Declaration on Child Labour (2013) which, by giving a voice to participants from governments, employers' as well as workers' organisations, NGOs and international organisations, commits all stakeholders to strengthen actions against child labour, among which promoting multi-stakeholder initiatives, tackling the informal economy, collecting disaggregated statistics on child labour, building capacities in conflict and post-conflict areas where education is problematic, and engaging in social dialogue to obtain decent work and relevant training for teachers and other education personnel;
11. Welcomes the fact that despite lack of substantial funding, education unions have developed new and creative approaches on the ground to improve the quality of education to keep children in school; to help reintegrate in school those released from child labour situation and to provide the skills and competencies needed to have access to decent jobs;
12. Welcomes the achievements of the Unite for Quality Campaign that was aimed to convince

Governments and international stakeholders to improve the quality and relevance of education and also increase the enrolment of all children into school;

13. Welcomes eradicating child labour as well as ensuring quality education and decent work for adults as key objectives of the Sustainable Development Goals.

**Congress determines that EI shall:**

14. Reinvigorate the work on addressing school dropout and eradicating child labour, with particular emphasis on the action points of the 2011 EI resolution and the implementation and monitoring of the Sustainable Development Goals related to education and child labour;
15. Further cooperate with the International programme for the Elimination of Child Labour (ILO IPEC) and the ILO Decent Work Country Programmes (DWCP) and participate in the Fourth Global Conference on Child Labour to be held in Argentina in 2017;
16. Further cooperate with other relevant stakeholders;
17. Continue to seek funding to support education unions in their fight for quality education and against child labour;
18. Facilitate the exchange of best practices and successes, particularly on promising new developments such as
  - a. the area based approach leading to child labour free zones;
  - b. transitional or reintegration classes for children that return from work to school, and the inclusion of these classes in the regular education system
  - c. specialized training for the teachers of these classes
  - d. new roles unions are assuming in involving communities or involving “non-traditional” partners.

**Congress calls on member organizations to:**

19. Continue to advocate for quality public and inclusive education as the best way to eradicate child labour everywhere;
20. Continue to request well planned and formal training for education and support personnel to welcome and support the education of children who are at risk of dropping out or are resuming an education after having been released from child labour practices;
21. Seek cooperation with other education unions, sectoral unions and civil society like-minded organisations, nationally and internationally, to advocate for a decisive enforcement of legislation by all Governments in line with ILO Conventions and Sustainable Development Goals;
22. Encourage union to union and South-South exchange where education unions provide guidance, expertise and mentoring to others; share best practices from the daily classroom work up to union actions and international experiences;
23. Join networks and lobby groups to put pressure on employers and companies which continue to employ children, notably through the supply chain, depriving them of their fundamental rights.

## EDUCATION, PEACE AND JUSTICE IN CONFLICT AREAS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

**Recognises that:**

1. Education is a human right and a public good. Schools and universities should be places where teaching and learning can take place in safe environments. These are fundamental positions to which EI subscribes. However it is far from the case that children and young people globally have access to



education and that even where they do that schools are safe havens, rather they can become targets.

2. Students and educators in situations of armed conflict face violence every day. Schools and universities should be safe havens, where communities can work toward a better future. Instead, in many places, these institutions have become the targets of violent attacks for political, military, ideological, sectarian, ethnic, religious or criminal reasons.
3. There are examples of this in Nigeria where Boko Haram has targeted schools to abduct girls, in Pakistan where 9 gunmen affiliated with the Tehrik-i-Taliban conducted a terrorist attack on the Army Public School in the north western city of Peshawar, in Mexico where 43 teaching students have been taken from their college by police and disappeared, in Afghanistan a headteacher has been persecuted by the Taliban for running a school for girls and in Gaza a large amount of education infrastructure has been severely damaged by bombing. Equally, in the West Bank children and students' access to education is inhibited by the separation wall. These are not isolated examples.
4. A new United Nations human rights report seeking to analyse the problem of attacks against girls trying to access education found that schools in at least 70 different countries were attacked in the five years between 2009 and 2014, with many attacks specifically targeting girls, parents and teachers advocating for gender equality in education.
5. In conflict and post conflict areas and where populations live under occupation, the right to education is severely compromised if not totally absent. Where universities are targeted the capacity of a country to train teachers may be severely impaired.
6. Congress believes that there is a need for children in non-conflict areas to understand the experiences of their peers in conflict zones.
7. Congress notes the work of the Global Coalition to Protect Education from Attack (GCPEA) and particularly its work to encourage Governments to sign up to and endorse the draft international guidelines for protecting schools and universities from military use during armed conflict.
8. **Congress instructs the Executive Board to:**
  - a. Encourage affiliates to share relevant practices and resources on promoting peace, justice and conflict resolution;
  - b. Develop its own resources and identify classroom resources developed by EI affiliates, NGOs and partners on conflict resolution for classroom use to enable young people to campaign for peace and justice;
  - c. Urge affiliates to press their governments to adopt and endorse the international guidelines for protecting schools and universities from military use during armed conflict.

## EDUCATION AND EXTREMISM

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

Notes:

1. That extremism, fuelled by ethnic and religious sectarianism and hatred, is one of the most urgent and serious security issues facing governments;
2. That extremists have targeted, killed, injured and kidnapped many thousands of students, teachers and education support personnel in deliberate attacks that have targeted schools;
3. That extremism represents one of the most serious barriers to universal quality education, human rights and freedom.

#### Further notes:

4. That education is key to tackling extremism in all its forms;
5. That individuals who are denied education, including those who cannot read or write, are easier to control and be manipulated by those with extremist views;
6. That attacks by extremists have been used to justify attacks on ethnic and religious minorities, including the increased incidence of Islamophobia, and anti-Semitism;
7. That nationalist politics and anti-immigration rhetoric are characteristics of increasingly divided societies where the presence and rights of minorities are violated.

#### Believes:

8. That education is a fundamental human right and a key building block for a democratic and inclusive society;
9. That education is essential to restoring normality in conflict situations and in uniting communities in the aftermath of extremist attacks;
10. That educational inclusion is essential in the fight against extremism;
11. That education trade unions can and must play an important role in resisting the spread of sectarianism and hatred;
12. That tackling extremism requires concerted efforts, nationally and internationally, emphasizing inclusive education for all as an important preventive measure which promotes citizenship, strengthens critical thinking and teaches to understand and accept differences of opinion, conviction and belief while respecting the rule of law, diversity and equality
13. That the contribution of teachers and education support personnel in the fight against extremism should be recognised and valued, and that it is essential that the human rights of education workers are respected;
14. That governments should act to promote universal values of democracy, freedom of speech, freedom of thought, conscience and religion, and freedom of association and ethical foreign policies as key pillars in the fight against extremism.

#### Resolves:

15. To support member organisations in calling upon national governments in the fight against extremism, discrimination and inequality;
16. To continue to assist member organisations in defending freedom of speech and freedom of association, including respect for trade union rights;
17. To ensure that Education International continues to demonstrate its commitment to equality and diversity and its opposition to exclusion and extremism in all its forms;
18. To develop and identify from EI affiliates, NGOs and partners tools and resources to educate teachers and students in challenging extremism and advocating for equality, diversity and democracy.

## PUBLIC RESEARCH AND THE ENVIRONMENTAL CRISIS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

Recognises that:

1. As a consequence of the over-exploitation of the planet at the hand of neoliberal capitalism, human beings have to face major and unprecedented global environmental problems (climate change, human impacts, urbanization, collapse of biodiversity, pollution of marine and continental ecosystems,



desertification, soil sterilisation and collapse in agricultural productivity, over-exploitation of water resources, emergence of pathogens, epidemics, etc.).

2. The neoliberal system obstructs (i) citizen and worker participation, including scientists, in decisions relating to the major societal challenges, in particular those of global sustainability, and (ii) steers scientific research in the direction of short-term interests which are not those of global sustainability.
3. In some countries, researchers are prohibited from sharing their expertise on environmental topics if such opinions are likely to undermine the political decisions supported by the neoliberal system (exploitation of shale gas, climate change, agro-business, toxicity of emerging contaminants, etc.).
4. **EI affirms that it essential for public research to contribute to resolving the environmental crisis.** However, steering research in the directions intended to resolve the economic and environmental crisis created by neo-liberalism, without challenging the economic system, can only generate the same consequences as those that have already occurred. **This is why EI supports the following guidelines.**
5. The States must promote international cooperation and collaboration between research institutions in the various scientific communities.
6. In order to be able to make a contribution to the necessary answers to environmental, economic and social problems, research must benefit from public programmes which offer full freedom to researchers and which are based on international cooperation initiatives bringing together all countries and civic and trade union organizations, and which receive public funding commensurate with the challenges to be met.
7. Scientists and their trade unions must interact with worker trade unions and civic organizations, from all countries, in order to impose sustainable policies on the climate, ecosystems, urbanization, food, water, energy, health, economy and employment on governments.

## SUPPORT OF UNITED NATIONS EMPLOYEES' RIGHTS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Noting**, that more than 60,000 men and women of the United Nations, working in 15 different U.N. agencies, are represented by several trade unions and staff associations, and are deployed worldwide on behalf of such organizations as the U.N. Headquarters, the International Labour Organization (ILO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the Office of the United Nations High Commissioner for Refugees (UNHCR), the United Nations Conference on Trade and Development (UNCTAD), and the World Food Programme; and
2. **Realizing**, that these staff workers, though employed in different countries, share many of the same concerns over career-affecting conditions of employment, including choice of assignment, mobility, family security, and travel and safety; and
3. **Understanding**, that the work of U.N. staff will never be without risk, but that every measure must be taken to reduce those risks to the minimum and ensure that workers are protected; and that tragically all too many U.N. staff have been threatened, attacked or killed while serving in the world's most dangerous places and whilst also seeking to ensure access to education as a human right; and
4. **Acknowledging**, that the ILO, where unions are equal partners in a tripartite framework, promotes workers' rights to organize unions and guarantees collective bargaining in its international conventions "Freedom of Association and Protection of the Right to Organise Convention (No. 87)" and "Right to Organise and Collective Bargaining Convention (No. 98)"; and
5. **Recognizing**, that there has been established a labor-management process for negotiating agreements over the terms and conditions of employment; however, in recent years, this procedure

has been broken as a result of management walking away from the process and refusing to recognize consensus dispute resolution; and

6. **Believing**, that by ending these discussions unilaterally, the U.N. administration has significantly damaged the few rights its workers had possessed; and
7. **Adding**, that workers' rights must also include the right to raise issues of fraud and abuse where they might occur, but whistleblower policies at the U.N. are inconsistent, ineffective, and weakened by arbitrary loopholes; the non-partisan, public interest group, the Government Accountability Project, concluded that they are so weak as to be "officially inoperative."

#### The Seventh World Congress:

8. **Stands** in solidarity with the 60,000 men and women who work for the United Nations worldwide, and honors their deployment often in dangerous theaters of war, natural disasters, or epidemic emergencies, in such places as Afghanistan, Haiti, South Sudan, Gaza, Iraq and Liberia.
9. **Demands** that the United Nations, and all agencies and bureaus associated with the U.N., bring all workers under the unified protections afforded other workers worldwide, within the purview of the ILO's Declaration on Fundamental Principles and Rights at Work and the fundamental conventions, "Freedom of Association and Protection of the Right to Organise Convention (No. 87)" and "Right to Organise and Collective Bargaining Convention (No. 98)."
10. **Urges** the U.N. to fully and forcefully maintain its duty to safeguard the lives of all its workers by working with member states to strengthen established security measures, and enhance security in the field, including by the addition of needed security staff, equipment, and communications;
11. **Supports** the strongest protections for U.N. employees, contractors, and peacekeeping forces who uncover illegal or wasteful practices in the workplace, yet have no way to report them for fear of retaliation, demotion, or dismissal; the U.N. must bring about authentic whistleblower reform, including widening whistleblower protections, and investigating any retaliation against those who invoke them.
12. **Mandates** Education International to inform the Secretary-General and the heads of all U.N. agencies of our support and solidarity for the rights of the U.N. workforce.
13. **Calls** on EI to update its leadership and affiliates, on a regular basis, of progress made to improve workers' rights within the U.N. system worldwide.



**SECTION 5 – Strengthening of Education International  
through the participation of all affiliated  
organisations in the life of EI, and the  
promotion of unity in the education sector**

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. Noted that humanity is confronted to major and unprecedented problems on a global scales, including environmental (climate change, collapse of biodiversity, pollution of ecosystems and destabilization of ocean systems, land sterilisation and pollution, desertification, pollution and overexploitation of water resources, etc.), ethical (trans-humanism, etc.) and democratic problems (surveillance and influencing human societies through misuse of the Internet and Big Data, etc.).
2. Recognized that resolving such problems, the elimination of poverty and the fight against the development of obscurantist forces require urgent mobilisation of the whole of humanity, requiring trust and equality between nations with no domination of one over the other, international cooperation and the pooling of knowledge, technologies and techniques.
3. Considered that the commons, in particular education, access to knowledge and production of knowledge, play a significant role in such mobilisation.
4. **The 7<sup>th</sup> Congress of Education International mandates EI's Executive Board to organize an internal campaign contributing to the mobilisation and solidarity of humanity, and aimed in particular at achieving:**
  - a. The establishment of international scientific cooperation matching the above-mentioned challenges and goals. The cooperation must benefit from the full potential and diversity of all nations, and not be hindered or impeded by a commercial and short-term view of research. The cooperation must aim to develop less polluting energy sources, and more generally to develop increasingly environmentally-friendly technologies, businesses and behaviours. Finally, the cooperation must contribute to providing access for all human beings to fundamental social rights (quality education, decent housing, health, food, drinking water, etc.).
  - b. The development of research distributed equally among all nations, which respects cultural diversity and democratic principles, which involves the establishment of a major international public fund whose purpose is to contribute to funding research in medium and low income countries.
  - c. The protection of academic freedoms, respect for the functioning of research institutions as self-governing bodies, and the provision of financial and human resources necessary for the development of fundamental research in all fields of knowledge, and research geared towards analysing society, prospecting and designing approaches for societal change.
  - d. Universal access to quality education and quality studies, while respecting cultural diversity and democratic principles, which involves establishing a major international public fund whose purpose is to contribute to funding of education in medium and low income countries (schooling for all children, fewer students per class, training for teachers, teaching materials, development of higher education, etc.)
  - e. In order to contribute towards the achievement of these objectives and universal mobilisation and solidarity, EI will develop exchanges and partnerships with the other international trade union organizations, with non-governmental organizations (NGOs) and with UN organizations.



## COMMUNITY ENGAGEMENT

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Recognizing**, that as educators and education support personnel, our interest is in publicly-funded education that are rooted in our communities and provide all children a rich academic and career-developing experience; and
2. **Knowing**, that society benefits when there are schools where stakeholders inside and outside the classroom share in decision making and policymaking at all levels; and that when schools are part of the community, students feel safe, included, nurtured and empowered; and
3. **Acknowledging**, that our communities will no longer support a world where some students are given the most experienced and well-trained teachers, advanced technologies and new facilities, while other students are taught in overcrowded classrooms by teachers lacking the basic supports and technology they need to do their jobs; and
4. **Seeing**, that our communities have watched corporate interests, over the past years, attempt to dismantle publicly-funded education and create a new market-based system, using strategies designed to separate schools and communities, including promoting high-stakes testing, attacks on the collective bargaining rights of educators and school employees, and aggressive closures to pave the way for privately managed schools; and
5. **Believing**, that strong publicly-funded education create successful communities, as our schools can be both local institutions and centres of learning; and that these “community schools” can help coordinate the supports and wraparound services their students and families need, such as basic healthcare, counselling, mentoring programs and more to help strengthen whole communities as well as individual students; and
6. **Asserting**, that teachers must be well-trained, respected and supported by their community, and that the community has a strong role to play in fighting against those who would demonize educators and their unions in our legislatures and in the media:

#### The Seventh World Congress:

7. **Calls** on affiliates to reclaim our publicly-funded education, on behalf of the students who learn there, the educators and staff who work there, and the communities they anchor; and
8. **Affirms** that our schools should be governed with genuine input and decision making by those closest to the education process—teachers, support staff, administrators, students, their parents and the community; it is they who should guide our schools, not corporate executives or entrepreneurs; and
9. **Asserts** the power of teachers and school staff, working together with parents and community partners, to strengthen the quality of education, engage in solution-driven unionism, defend and advocate for the profession, ignite stakeholder political activism and create better communities; and
10. **Commits** Education International to incorporate community outreach and community schools in the activities of the EI Organizing Network (OrgNet).

## ADVOCACY FOR THE INTRODUCTION OF A LEGAL FRAMEWORK GOVERNING WORKING CONDITIONS IN THE NON-PUBLIC EDUCATION SECTOR IN HAITI AND CAMPAIGN FOR UNIONISATION IN THIS SECTOR

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **In reference** to agreement No. 87 on the right to organise and on protecting the right of association, ratified by Haiti on 5 June 1979;
2. **In reference** also to the Haitian Workers' Statute guaranteeing the right of association for all workers, both male and female, and recognising that the trade union movement is of public utility;
3. **Whereas** more than eighty percent (80%) of teachers in Haiti work in the non-public education sector;
4. **Noting** the lack of legal framework governing teachers' working conditions in the non-public education sector in Haiti;
5. **Noting** the impediments to exercising the right to organise in non-public schools in Haiti by workers;
6. **Regretting that teachers working in the non-public sector in Haiti are subject to abject working conditions in breach of any acceptable regulatory standards;**
7. **Condemning** the constant violations of social, economic and moral rights of workers in the non-public education sector in Haiti;
8. **Deploring** the refusal to recognise the status of teachers working in the non-public education sector in Haiti as a socio-professional category worthy of the rights and benefits inherent to its role and activities;
9. **Mandates** the EI Executive Board to:
  - a. Provide UNNOEH with political support in its undertaking to lobby the Haitian government for the introduction of a legal framework governing the working conditions and status of teachers in the non-public education sector in Haiti;
  - b. Support the campaign for unionisation in the non-public education sector in Haiti that UNNOEH has pledged to pursue in common accord with other Haitian organisations affiliated to EI;
  - c. Encourage the efforts of Haitian trade unions committed to promoting the right to organise in Haitian non-public schools.



## PREPARING EI TO MEET FUTURE CHALLENGES

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

#### Recognising:

1. That Education International has grown over twenty-two years from an organisation of 210 organisations with 18 million members, to now consist of over 400 member organisations representing 30 million teachers and other education workers in over 170 countries and territories throughout the world;
2. That maintaining the representativeness of its governing bodies underpins democracy within the Organisation and strengthens its influence both internally and externally;
3. That the current structure of the Executive Board and many of the Organisation's sub-structures and administrative practices and procedures were established in 2001 for a smaller and less diverse organisation;
4. That the levels of activities at global and regional levels have increased considerably and place increasing demands on the Organisation's governing bodies, at world and regional level, and on its staffing and financial resources;
5. That the size and representativeness of the Executive Board are critical to the confidence that member organisations have in its decision-making and capacity for leadership;
6. That geo-political developments and the growth in the number of member organisations since the Organisation was founded now warrant a review of its regions and regional structures and their effectiveness;
7. That developments in Information and Communications Technologies (ITC) in recent years, warrant a review of the manner in which EI communicates with member organisations;
8. That, in the context of the growth in the size of the Organisation and the increasing demands which are placed on it, Officers and officials play a critical role in supporting the governing structures at global and regional levels.

#### Mandates the Executive Board:

9. To undertake a formal review:
  - a. of the size and structure of the Executive Board;
  - b. of the role of Executive Board members;
  - c. of the role, terms of office and functions of the President, Vice-Presidents and General Secretary, as Officers of the organization;
  - d. of the role and responsibilities of the General Secretary which are distinct from those of the other officers;
  - e. of the geographical definition of the regions of the Organisation;
  - f. of the governing structures of the regions;
  - g. of communications within the organization.
  - h. of the criteria to be used for calculating membership dues per member and put in place a dedicated process leading to an appropriate proposal on this topic.
10. To conduct a consultation through the bodies of the regional structures and with member organisations about the matters under review.
11. To establish working groups as appropriate to support this work.
12. To prepare appropriate proposals for amendments to the Constitution and By-Laws and circulate them for further consultation to member organisations and the regions from January - June, 2018.

13. To prepare final proposals for amendments to the Constitution and By-Laws, together with an analysis of their cost implications, for presentation to the 8<sup>th</sup> World Congress in 2019.

## DELEGALIZATION OF THE KOREAN TEACHERS AND EDUCATION WORKERS UNION (KTU)

**The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

### Noting that:

1. In 1996, the Republic of Korea joined the Organisation for Economic Co-operation and Development (OECD). In doing so the Republic pledged that it would guarantee the freedom of association and union activities of teachers. The legalization of the KTU in 1999 was in line with this international commitment. However, Article 2 of the current Teacher Union Act states that only practicing teachers may be members of the union. The office of Park Geun-hye focused its attention on nine dismissed teachers who worked at the KTU head office, and in 2013 threatened KTU with deregistration.
2. Education International (EI) and the International Trade Union Confederation (ITUC) requested the International Labour Organization (ILO) to urgently intervene with the government of the Republic of Korea on the threat to cancel the registration of the Korean Teachers and Education Workers Union (KTU) if it did not amend its constitution. EI immediately issued an Urgent Action Appeal regarding this case and teacher unions over the world sent protest letters to President Park Geun-hye.
3. In March and again in October 2013, the ILO urgently intervened with the Korean government concerning allegations of serious infringement of trade union rights in the Republic of Korea, in particular the threat of cancellation of the registration of the KTU and the need to amend the Trade Union and Labour Relations Adjustment Act with regard to the provisions prohibiting dismissed and unemployed workers from keeping their membership and making non-union members ineligible to stand for trade union office.
4. The aforementioned members of the KTU were dismissed during the previous administration for activities which included expression of their opinion on the governments' education policy or for making donations to progressive political parties. These workers, whose dismissals are also suspect under international law, are considered members of KTU under its constitution.
5. On October 24<sup>th</sup>, 2013, the Government cancelled KTU's registration as a trade union. On 19<sup>th</sup> June, 2014, a court upheld the government's action. The KTU lost its legal status. However, on 19<sup>th</sup> September, the Appeal Court accepted an injunction from the KTU and asked the Constitutional Court to decide whether Article 2 of the Teacher Union Act is in line with the Korean Constitution. On 28<sup>th</sup> May, 2015, the Constitutional Court decided that the article is constitutional. With this ruling, the Seoul High Court's process resumed and on 2<sup>nd</sup> June, the Supreme Court decided that the union would lose its legal status. This is a major attack on the education trade union movement in Korea.
6. The Global Campaign for Education (GCE) called on the South Korean authorities to respect the basic union rights of teachers by passing a motion unanimously at its World Assembly in Johannesburg, South Africa, in February, 2015.

### Recalling that:

7. Allowing retired and dismissed workers to be union members and leaders is internationally accepted, but Korean labour law does not reflect this reality. The KTU has been deprived of legal recognition simply because its constitution allows dismissed teachers to stay in the union or stand for union office.
8. The right to decide whether or not a trade union should represent retired or dismissed workers for the defence of their specific interests is a question pertaining only to the internal autonomy of all trade unions.
9. Through its various committees, the International Labour Organisation has repeatedly urged the government to repeal this provision from its legislation.

10. The ILO Committee on Freedom of Association (CFA) has repeatedly criticized these exclusions, reiterating that, "It urged the government to repeal the provisions prohibiting dismissed and unemployed workers from keeping their union membership and making non-union members ineligible to stand for trade union office. Noting with regret that the government has not repealed these provisions, the Committee once again urges the government to do so." In March, 2014, the CFA stated that "The Committee takes note with deep concern of the decertification of the KTU ... ensure the re-certification of the KTU without delay."
11. **The Education International 7<sup>th</sup> World Congress therefore mandates the Executive Board, in cooperation with member organizations, to request that the South Korean government:**
  - i) **Immediately withdraw its measure to delegalize the Korean Teachers and Education Workers Union, as this measure itself represents a serious regression of worker rights to the past; and**
  - ii) **Amend the Trade Union and Labour Relations Adjustment Act and Teachers Union Act, as has been repeatedly requested by the ILO Committee of Freedom of Association; and**
  - iii) **Comply fully with international labour standards by respecting and promoting freedom of association for Korean educators.**

## SITUATION OF COLOMBIAN TEACHERS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

**Recognising** the role that the Colombian Federation of Education Workers (FECODE) has played in defending public education administrated and financed by the state, and the defence and realisation of teachers' grievances;

**Recognising** likewise the major struggles and mobilisations for the right to live and for the physical integrity of teachers, public quality education and the development of the education movement as a tool for discussion and the organisation of school as a safe sanctuary,

**Lamenting** that in spite of all the activities and proposals presented by FECODE to the government and society, the relentless privatisation and commercial exploitation of education continues, turning it into a business opportunity, whilst the wave of violence against educators continues, making teachers the most victimised sector in Colombia: 1011 teachers assassinated, threatened, exiled, displaced and extorted.

**Recognising** that the teachers organised in FECODE, have just carried out a 15-day national strike ending May 7<sup>th</sup>, as a result of which a Memorandum of Agreement was signed with the national government, in which some of the demands and grievances of the teaching sector are addressed and legislation should have been changed by June 30 accordingly. However, the government has not implemented the agreed changes and, furthermore, three teachers who were striking against the government have been killed during the past week. In addition, upcoming elections and the increasing violence against teachers who challenge the government pose increasing challenges to unions mobilising against the government.

**Affirming** that FECODE will continue to fight for the right of teachers to decent working conditions, to achieve a Single Statute for the Teaching Profession, substantial salary improvements and an increase in the percentage of the Gross Domestic Product (GDP) spent on education, and a halt to the process to privatise public education,

The 7<sup>th</sup> World Congress:

- 1) **Exhorts** EI and its member organisations to support FECODE and Colombian teachers in their struggle for the right to live and for their physical integrity,
- 2) **Appeals** to the member organisation of EI to support FECODE in its advocacy for quality public education, for a higher national education budget and against the privatisation of education,

- 3) Calls on EI and its member organisations to launch a support campaign for FECODE, by sending messages to the President of the Republic, Dr Juan Manuel Santos, and to the Minister for Education, Dr Gina Parody, to ensure that they comply with the signed agreements, halt the wave of violence against teachers, have schools respected as safe sanctuaries and conclude promptly and satisfactorily the peace process pursued with the insurgent movement.



## STOP AUSTERITY POLICIES IN GREECE!

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. **Expresses** its full support to teachers and workers in Greece in their struggle against the continuation of austerity policies imposed in Greece by the EU, the ECB and the IMF in an antidemocratic way with a new memorandum-agreement July 2015.
2. **Declares** that austerity policies and cuts in the public budget, allocated for social services (education, health, welfare) affect all the people, particularly the poorest and the most vulnerable and have to be stopped. These policies cannot lead to growth and have already created a humanitarian crisis in the country.
3. **Supports** the rights of workers to protest and demonstrate against austerity.
4. **Demands** that governments stop austerity policies, address the burden of public debt and increase the public budget for education.

## SOLIDARITY WITH NEPAL

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

1. Recovering from the devastating earthquakes in April and May 2015, the Nepal Teachers' Association (NTA) requests the Seventh EI World Congress to adopt an urgent resolution to strengthen EI solidarity fund and disaster response ability of teacher organisations.
2. The disastrous events in Nepal have raised the urgent need for teacher unions to strengthen ability in disaster preparedness at the national and international levels.
3. The NTA recognises the importance of the EI solidarity fund, the support it provides to education, children and teachers in times of disasters and acknowledges that the support in paying teachers' families, rebuilding schools, ensuring basic needs at times of disaster has greatly benefited teachers and education.
4. The NTA acknowledges that EI support in relief and rehabilitation of teachers in countries like Haiti, Indonesia and the Philippines are of great value and recognises the need to further strengthen collective ability of the teaching profession in providing relief to teachers, students and education during and after disasters.
5. Taking in to consideration the above, NTA proposes that:
  - a. The allocation of resources from the Solidarity Fund for disaster relief purposes be considered by the Executive Board;
  - b. Education International explore the possibility of joining the United Nations Secretary General's



'Champions Group on Education in Emergencies and Protracted Crises', announced in Oslo on 7 July 2015 so as to ensure prioritization of teacher-related issues, prevent governments from using crisis to suspending labour rights and outsourcing provision to private, for-profit companies.

## TEACHERS' RIGHTS IN IRAN

### **The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:**

#### **Noting with concern that:**

1. In June 2015, the International Trade Union Confederation in its 'Global Rights Index' ranked Iran as one of the world's worst countries for workers.
2. The Iranian authorities continue to silence the voices of teachers and trade unionists.
3. In June 2015, Esmael Abdi, General Secretary of the Iranian Teacher Trade Association (ITTA) was imprisoned by the Iranian authorities whilst seeking to make arrangements to attend the 7<sup>th</sup> World Congress of Education International.
4. Five other teacher unionists - Ali Akbar Baghani, Rasould Bodaghi, Mahmoud Bagheri (all three board members of the Tehran Teachers Trade Association), Alireza Hashemi and Alireza Ghanbari - are also languishing in the Iranian prisons.

#### **Welcoming:**

5. The response of Education International in making representations on behalf of teacher trade unionists in Iran.
6. The actions of Education International's affiliates in demonstrating solidarity with Iranian colleagues.
7. The solidarity actions taken at the 7<sup>th</sup> World Congress of Education International, together with parallel efforts by LabourStart.

#### **The 7<sup>th</sup> World Congress commits Education International:**

8. To continue to campaign to secure the rights of teachers and trade unionists in Iran.
9. To call on the Iranian authorities to commit to respecting fully international labour standards.
10. To continue to mobilise member organisations to campaign to secure the release from prison of those Iranian teacher trade unionists who have been imprisoned unjustly.

## SOLIDARITY WITH IRAN TEACHER UNIONISTS

### The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

Recognizing that:

1. Human and trade union rights of workers and all people in Iran should be respected;
2. The Coordinating Council of the Iranian Teachers Trade Associations (CCITTA) is the EI's affiliated organizations, and Mr. Mohammad Khaksari, the coordinator of the international Committee of the CCITTAs, is the communicators of the CCITTAs with EI;
3. Strong, free and democratic unions and social dialogue are essential to peace, rule of law, democracy and progress, EI considers that its affiliate (CCITTA) contributes to building civil society in Iran and strengthening quality education for all irrespective of gender, ethnic and social background or religion;
4. Despite many obstacles, teachers in Iran have succeeded to maintain union activism. Trade unionists are being targeted for their activism, and some have already spent years in unjustified detention;
5. EI works within the international labour movement to support education unions worldwide;

Mandates EI to:

6. Praise the courage of CCITTA leaders and activists to pursue their rights even though they are often persecuted through the state's harassment, unequal professional treatment, torture, unlawful imprisonment, and even execution;
7. Continue to support, through capacity building and advocacy, the efforts of Iranian teachers and other workers to practice their internationally recognized their rights within independent, non-political, non-sectarian and democratic education trade union;
8. Advocate for the Government of Iran to end impunity and bring about justice by respecting internationally recognized rights standards, including the labour conventions guaranteeing freedom of association and right to collective bargaining, peaceful assembly, and education-related recommendations and agreements;
9. Request that the Government of Iran guarantees the rights of all education workers and unionists and promote quality public education for all;
10. Condemns any acts of intimidation targeting teachers and unionists of both gender;
11. Campaign for the release of teacher trade unionists unfairly imprisoned, such as Esmael Abdi, Ali Akbar Baghani, Mahmoud Bagheri, Rasoul Bodaghi, Alireza Ghanbari and Alireza Hashemi; and
12. Convene an international mission to Iran.



## STATEMENTS

### STATEMENT ON ISRAEL AND PALESTINE

#### Statement by 7<sup>th</sup> World Congress on Israel and Palestine

The quest for a comprehensive peace between Israel and Palestine, based on the co-existence in conditions of security of two sovereign, independent and viable states, requires renewed international attention and support as a highest and urgent priority. Congress asserts that the full implementation of UN Security Council Resolutions 242, (1967), which recognizes the 1967 borders, and 338 (1973), is fundamental to the achievement of a just and lasting peace. Congress recognizes that action to address the plight of Palestinian refugees, also in light of the relevant UN Resolutions, is a key building block for peaceful and constructive relations between Israel and Palestine and their neighbours. Congress further calls for universal recognition of both Israel's and Palestine's right to establish a viable and recognized state.

The continued Israeli occupation of the West Bank, the existence of illegal Israeli settlements there and their impacts on the lives of Palestinians including their access to water, along with the siege surrounding Gaza impose severe constraints on the potential for Palestinian economic and social development. It also places hardships for basic provisions of education in Palestine. Congress also notes it is reported that each year hundreds of Palestinian children are held, ill-treated, and prosecuted in Israeli courts as adults in contrast to the treatment of Israeli children who are not legally tried as adults until the age of 18, inconsistent with the U.N. Convention on the Rights of the Child.

Recognizing the ending of Israel's presence in Gaza as an important step towards resolving the conflict, Congress calls for the lifting of the blockade on Gaza and the cessation of violence by both sides including the immediate stoppage of ongoing rocket attacks on Israel, in line with UN Security Council Resolution 1860 (2009). As a result of the most recent conflict hundreds of thousands of Palestinians are currently in need of shelter and support. Congress calls for urgent action to rebuild a safe and secure learning and living environment for Palestinians in Gaza and to promote decent work and education opportunities for them.

Congress recognizes that economic relations with the settlements help to sustain their existence, in violation of international law.

While every country has the right to defend recognized borders and the lives and well-being of its population, the building by the Israeli government of a separation wall which was devised to protect Israelis from acts of terrorist suicide bombers, intrudes substantially into Palestinian territory and is a violation of international law which can only make peace and mutual coexistence harder to achieve. Congress calls for the wall to be removed and to take other measures that improve Palestinians mobility and access to education, economic and social opportunities, recognizing that the mutual security of and respect between Israelis and Palestinians is central to the quest for peace.

Congress urges both Israelis and Palestinians to renounce violence and commit to engage in direct

negotiations. It recognizes that agreement on the status of Jerusalem is central to resolving the conflict, and underlines the urgent and imperative need for the international community to support, in every way possible, the realization of a peaceful and just solution.

Hundreds of thousands of Palestinian workers are unable to find employment under current conditions, causing widespread despair and disillusion, and Congress calls for urgent action to promote decent work opportunities for them. Congress commits the EI to promote the establishment of cooperation between the Palestinian and Israeli teacher union movements and calls upon the international community to support Palestinian economic reconstruction and development, including through the ILO Palestinian Fund for Employment and Social Protection, and, in particular, through releasing the grant aid for the urgent and essential reconstruction work in Gaza.

Congress reaffirms its commitment to the EI Constitutional Aim to foster a concept of education directed towards international understanding and good will, the safeguarding of peace and freedom, and respect for human dignity. The right to education is key to the realization of the full spectrum of human rights, and the attainment of social justice. All children should be educated using curricula which reinforce peace, tolerance and reconciliation and which vigorously oppose extremism and violence of all kinds

Resolved:

That the EI calls on the leaders of both Israel and the Palestine Authority to enter into good faith negotiations with the objective to create a viable Palestine state, to end the Israeli occupation of the occupied land and to achieve a peace agreement which will provide security for both Palestine and Israel. To be successful the details of such an agreement can only be determined through negotiations between the two parties within the framework of international law.

Resolved:

That the EI calls on the Palestinian and Israeli teachers' unions to work to encourage their respective governments to take every step necessary to reduce sources of conflict and cease violence between Israel and Palestine in order to lay the ground for a negotiated settlement.

Resolved:

That the EI calls upon all international teachers' organizations to acknowledge that education is a fundamental right of every child all over the world, serving as a bridge between all people for better, more peaceful lives. The Congress rejects all curricular materials that incite racial and ethnic hatred.

Resolved:

That the EI calls on its members and the international labour movement to publicly lobby for a recognition that the long term prospects for peace will depend on the creation of a viable Palestinian state.

Resolved:

That the EI will increase the efforts of its Middle East Committee to bring EI representatives to the region to meet with their Israeli and Palestinian counterparts and other organizations working for peace and equality within the context of a two-state solution. Congress also calls for the EI to promote education for peace.

Resolved:

That the EI will commit itself to the establishment of a neutral committee of professionals that will examine textbooks of both Israel and the Palestinian Authority and will present its findings to the EI Executive Board with any recommendations for action.





UNITE FOR QUALITY EDUCATION  
Better education for a better world



# Resolutions

Education International 7<sup>th</sup> World Congress

**OTTAWA 2015** 



Education International  
Internationale de l'Éducation  
Internacional de la Educación

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